B. A. in Elementary Education
College of Education and Human Services
Marshall University
Fall 2006

College Mission and Goals

Overview   The College of Education and Human Services is one of the oldest academic units within Marshall University and provides educational services for students and the community.   The college prepares teachers and other school personnel and provides continuing education opportunities for professional educators as well as several non-teaching programs in the School of Human Services. The vision for the College of Education and Human Services is expressed in five goals that were formulated by the College faculty under the direction of the Planning and Review Committee. The five goals are concerned with faculty development, social and technological needs, clinical practice, regional leadership, and plans for recruitment and retention of culturally diverse students (see Appendix A: Vision 2005 Goals). The five-year plan for the college lists goals, strategies, and assessments for the general goals. This plan is reviewed and updated each year by the College of Education and Human Services' Planning and Review Committee. The plan was last reviewed and up-dated in September, 2005.

The mission and philosophical beliefs of the Professional Education Unit which comprised of the School of Education and the Graduate School of Education and Professional Development align to the college vision goals through the mission of preparing teachers and other school personnel. Intrinsic to the unit mission is to assure the integrity of the curriculum, field experiences, and clinical practice through the maintenance of rigorous standards and high expectations for candidate learning and performance. Other philosophical beliefs of the unit include assisting faculty in attaining the highest possible faculty development both through unit sessions and personal involvement in professional organizations and conferences.

Undergraduate Programs.   The unit's conceptual frameworks describe the vision and purpose of the unit's efforts in preparing educators to work in P-12 schools. Initial, or undergraduate programs seek to prepare highly qualified, critically engaged education professionals.   Program curricula emphasize best practices, integrated technology, and a variety of unique learning experiences, including clinical practice, that integrate the themes of critical thinking. The critical thinking themes of willingness to examine a variety of perspectives, promotion of independence in thought and action, use of inquiry, reasoned decision-making, and relation of theory to practice are aligned to the assessment instruments and rubrics as well as course assignments. The primary aim of the B.A. in Elementary Education is the successful completion and demonstration of all requirements for licensure as an elementary public school teacher in West Virginia.

The Standards for Teacher Certification are the standards in which initial candidates must display competence in order to progress through the teacher preparation

program and graduate. The ten standards were created from standards of several state and national organizations. These organizations include standards from the institution, Interstate New Teacher Assessment and Support Consortium (INTASC), National Council for the Accreditation of Teacher Education (NCATE), National Board for Professional Teaching Standards (NBPTS), and West Virginia Department of Education (WVDE). The Standards for Teacher Certification reflect what a teacher should know and be able to do upon graduation from the Marshall University teacher preparation program and constitute the **program learning outcomes** for the undergraduate teacher candidate (see Appendix B: Candidate Performance Data).

Standards for Teacher Certification

Standard 1. Content Knowledge. The teacher critically examines the central concepts, tools of inquiry, and structures of the discipline to be taught to make learning meaningful for students; uses national standards and West Virginia Content Standards and Objectives appropriate to the content.

Standard 2. Human Development and Learning. The teacher analyzes how children learn and develop and provides learning opportunities for intellectual, social, and personal development.

Standard 3. Diverse Learners. The teacher appraises differences in learning and creates instructional opportunities adapted to diverse learners.

Standard 4. Instructional Strategies. The teacher examines, applies, adapts, and evaluates a variety of instructional strategies, including technology, to encourage students' development of critical thinking, problem solving, and performance skills.

Standard 5. Learning Environment. The teacher integrates a critical understanding of individual and group motivation and behavior to create a positive learning environment with social interaction, active engagement, and self-motivation.

Standard 6. Communication. The teacher uses effective verbal, nonverbal, and media communication techniques to cultivate inquiry, collaboration, and supportive interaction in the classroom.

Standard 7. Planning. The teacher plans instruction based upon critical understanding of subject matter, students, the community, and the West Virginia Content Standards and Objectives.

Standard 8. Assessment. The teacher examines and applies formal and informal assessment strategies to evaluate learners and to ensure continuous intellectual social, and physical development.

Standard 9. Reflective Teaching/Professional Growth. The teacher is a reflective practitioner who evaluates the effects of his or her choices and actions on others and seeks opportunities to grow professionally.

Standard 10. Professional Relationships. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being

Candidate Assessments and Data Collection

Candidates are assessed in entrance tests, content courses, in performance tasks, in portfolio and oral capstone assignments, in three major clinical experiences that use the **learning outcomes**, or Standards for Teacher Certification (STC), and in exit tests. The program requirements are given to candidates during the first education course, EDF 218 Child and Adolescent Development in Schools. Requirements for candidate performance are contained on the evaluation instruments and the rubrics for each clinical experience. The conceptual framework of "Preparing the Educator as Critical Thinker" and the ten standards infuse each initial program and help focus coursework and field-based and clinical experiences.

   Content. Elementary Education K-6 candidates take content courses in the disciplines listed in Table 1.

Table 1: Elementary Initial Teaching Specialization with Required Credit Hours

Specialization Courses	Credit Hours in Major Taken in Content In Arts, Sciences, and Curriculum & Instruction
Art (Art 335)	3
Biology (BSC 105)	4
CI 101	3
CI 210	3
CI 301	3
CI 342	3
CI 360	3
CI 343	3
CI 446	3
CI 448	3
First Aid (HS 122)	1
Geography (GEO 317)	3
Mathematics (MTH 127 or MTH 130)	3-4
Music Education (MUS 342)	3
Physical Education (ESS 305)	3
Physical Science (PS 109 & 109L, PS 110 & 110L)	8
Social Studies (HST 103, 230, 231, 440 & SOS 207)	15
Total Hours	**64-65**

Admission. To be admitted to teacher education, candidates must successfully complete all parts of the Pre-Professional Skills Test (PPST) with a score of 174 in reading, 172 in writing, and 172 in mathematics. Candidates must also earn a grade of "C" or higher in EDF 218 Child to Adolescent Development in Schools and successfully complete EDF 270 Level I Clinical Experience. Candidates also must successfully complete the first performance task which is a case study and complete 24 credit hours at the university. Table 2 gives the mean scores for the PPST. In all categories mean candidate scores were higher than the cut scores established by the state of West Virginia.

Table 2: PPST Mean Scores for Teacher Candidates

Year	Reading Pass Score: 174/321	Writing Pass Score 172/318	Mathematics Pass Score 172/317
2005-2006 n=76	178.98	175.00	178.70
2004-2005 n=68	179.60	176.57	178.85

*Scores for paper test and computer test became similar numbers.

Candidates must also have a 2.7 grade point average (GPA) for overall and for Marshall courses in order to achieve admission to teacher education. This GPA must be maintained throughout the program including a 2.7 GPA in teaching specialization courses and in professional education courses. All courses in these two areas must be completed with the grade of C or above. Table 3 displays the high school GPA and the ACT composite scores for students entering Marshall University. Table 4 displays the Marshall GPA and composite ACT scores for candidates admitted to teacher education.

Table 3: ACT and GPA Mean Scores for Students Entering Marshall University

Year	High School GPA	ACT
2003–2004	3.54	22.6
2004–2005	3.42	22.1
2005–2006	Unavailable	Unavailable

Table 4: ACT and GPA Mean Scores for Candidates Admitted to Teacher Education

Year	Marshall GPA	Overall GPA	ACT
2005-2006	3.18	3.16	21.86
2004-2005	3.08	3.07	22.71

Field Experiences and Clinical Practice. Candidates in initial programs have many opportunities to demonstrate content knowledge and principles and concepts contained in standards. The candidates engage in three major clinical experiences in which they are engaged with P-12 students and evaluated by public school supervisors

and university supervisors. The institutional standards known as Standards for Teachers Certification are the basis for judging performance in each clinical situation. Table 5 displays the percentage of student teaching candidates evaluated as distinguished or proficient, or basic in using state standards that are aligned with SPA standards.

Table 5: Student Teacher Performance in both elementary and secondary on Standards for Teacher Certification by Percentage

Standard	Year	% of Candidates Assessed as Distinguished or Proficient	Basic
1:Content Knowledge	2005-2006	97.5%	2.5%
	2004-2005	95.2%	4.8%
	Average	96.5%	3.6%
2: Human Development and Learning	2005-2006	98.6%	1.4%
	2004-2005	96.1%	3.9%
	Average	97.4%	2.6%
3: Diverse Learners	2005-2006	96.4%	3.6%
	2004-2005	95.2%	4.8%
	Average	95.8%	4.7%
4: Instructional Strategies	2005-2006	96.4.%	3.6%
	2004-2005	94.%	6%
	Average	95.2%	4.8%
5: Learning Environment	2005-2006	97.8%	2.2%
	2004-2005	94.5%	5.5%
	Average	96.2%	3.8%
6: Communication	2005-2006	97.5%	2.5%
	2004-2005	94.4%	5.6%
	Average	96.5	4.1%
7: Planning	2005-2006	96.6%	3.4%
	2004-2005	94.8%	5.2%
	Average	95.7%	4.3%
8: Assessment	2005-2006	97.7%	2.3%
	2004-2005	94.5%	5.5%
	Average	96.2%	3.8%
9: Professional Growth/ Reflective Teaching	2005-2006	96.7%	3.4%
	2004-2005	94.6%	5.4%
	Average	95.7%	4.3%
10: Professional Relationships	2005-2006	96.7%	3.3%
	2004-2005	94.6%	5.4%
	Average	95.7%	4.3%

Portfolio and Oral Capstone. Candidates in initial programs are asked to complete a portfolio during student teaching that demonstrates an assessment process used by candidates and an analysis of P-12 student learning during the teaching and assessing process. Table 6 displays scores for the portfolio assignment on a 4-point scale, with 4 being the highest rating. Candidates are then asked to present the findings to a committee composed of university faculty and university and public school supervisors. Table 7 displays scores for the oral capstone using a 4 point scale and with 4 being the highest rating.

Table 6: Mean Scores for Portfolio Requirement: 2004-2006

Year	Mean Score
Spring 2006 (n=107)	3.68
Fall 2005 (n=80)	3.69
Spring 2005 (n=141)	3.68
Fall 2004 (n=95)	3.78

Table 7: Mean Score for Capstone Requirement: 2004-2006

Year	Mean Score
Spring 2006 (n=107)	3.56
Fall 2005 (n=80)	3.63
Spring 2005 (n=141)	3.45
Fall 2004 (n=95)	3.48

Candidates must successfully complete standardize exit tests known as the Praxis II. The test consist of content tests and a tests of pedagogy called the Principles of Learning and Teaching (PLT). The title II Higher Education Report is a federal report that is sent to the West Virginia Department of Education each year. This report includes a summary of Praxis II scores divided by candidates passing the test on the first attempt and passing on the best attempt. Table 8 is a summary of Praxis II content test scores from the report for 2003-2005. Table 9 is a summary of Praxis II PLT scores from the report for 2003-2005.

Table 8: Praxis II Content Test Scores from the Title II Higher Education Report: 2003-2005

Year	Number of Candidates	% Passing on First Attempt	% Passing on Best Attempt
2004-2005	445	91.2%	8.0%
2003-2004	453	89.4%	9.3%

Table 9: Praxis II Scores for Principles of Learning and Teaching: Title II Higher Education Report: 2003-2005

Year	Number of Candidates	% Passing on First Attempt	% Passing on Best Attempt
2004-2005	148	86.5	13.5
2003-2004	125	88.8	11.2

Performance Tasks. In order to measure performance throughout the elementary education program, candidates are assessed by a series of performance tasks. Table 10 indicates the tasks and the class with which they are related.

Table 10: Performance Tasks for Initial Programs

Course	Course Title	Performance Task
EDF 218	Child and Adolescent Development in Schools	Case Study
EDF 319	Applications of Learning Theory	Research Critique
CI 350	Instructional Technology and Computing	Lesson Plan with Technology
CI 447	Integrated Reading/Language Arts: Elementary Education	Content Unit
CI 442	Instructional and Classroom Management	Management Portfolio
CISP 421	Special Education: Children with Exceptionalities	Diversity Tutoring Project
EDF 475	Schools in a Diverse Society	Belief Statement about Teaching and Learning

Educator Expo Follow-up. The Educator Expo survey is completed every spring during our Educators Expo Conference, a teacher recruitment fair. Table 11 displays the survey regarding the assessment of teacher candidate qualities by district recruiters' data for 2004-2006.

Table 11: Educator Expo Qualities of Marshall University Teacher Candidates

Teacher Quality	Year	Excellent	Very Good	Good	Poor	Very Poor
Demonstrated preparation in subject content	2004 n=51 2005 n=47 2006 n=31	26/51% 20/43% 15/48%	22/43% 22/47% 13/39%	3/6% 4/9% 3/10%		
Analyzed classroom situations and management of the classroom	2004 n=51 2005 n=47 2006 n=31	12/24% 13/28% 9/29%	26/51% 23/49% 15/48%	11/22% 10/21% 6/19%		

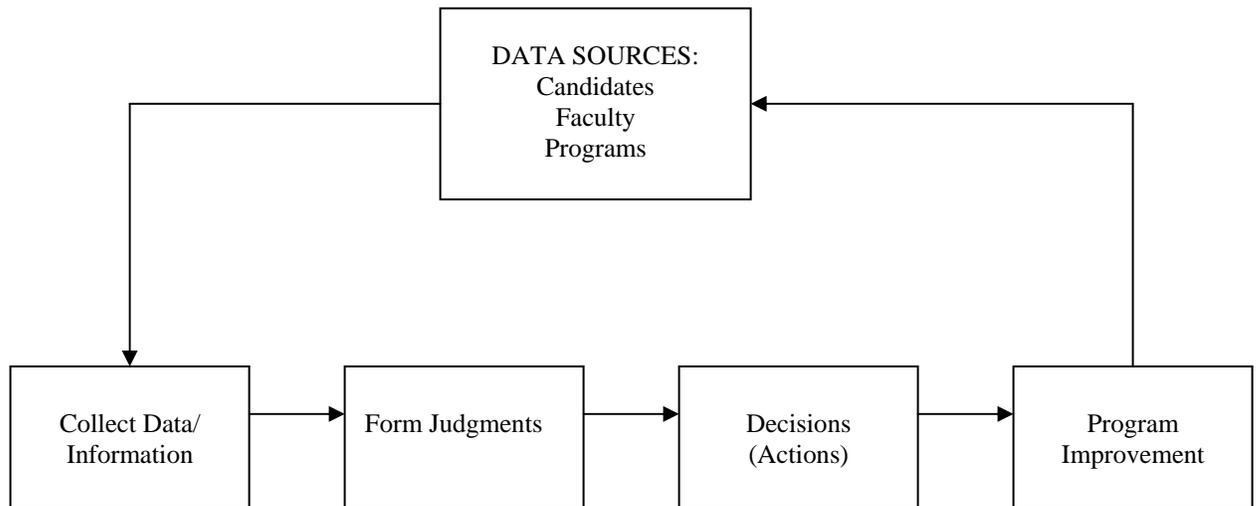|						
Has knowledge of human development and learning	2004 n=51 2005 n=47 2006 n=31	16/31% 14/30% 9/29%	24/47% 20/43% 13/39%	10/20% 12/30% 7/23%		
Showed a knowledge of technology and its use in classrooms	2004 n=51 2005 n=47 2006 n=31	15/29% 11/23% 12/39%	23/45% 24/51% 9/29%	12/24% 7/15% 8/26%	 2/4%	
Revealed an ability to interact with diverse populations	2004 n=51 2005 n=47 2006 n=31	13/25% 16/34% 9/29%	29/57% 16/34% 13/42%	8/16% 12/26% 5/16%	1/2% 1/2% 1/3%	 1/2%
Explained delivery of instruction and use of instructional strategies	2004 n=51 2005 n=47 2006 n=31	20/39% 13/28% 11/35%	21/41% 25/53% 13/42%	7/14% 8/17% 4/13%	 1/3%	
Displayed an ability to interact with school and community	2004 n=51 2005 n=47 2006 n=31	23/45% 14/30% 12/39%	21/41% 24/47% 10/32%	7/14% 7/15% 4/13%	 1/2%	
Displayed characteristics of critical thinkers	2004 n=51 2005 n=47 2006 n=31	21/41% 12/26% 10/32%	23/45% 22/47% 16/52%	4/8% 10/21% 3/10%	 1/2%	
Reflected on practice during clinical experiences	2004 n=51 2005 n=47 2006 n=31	23/45% 15/32% 13/42%	19/37% 25/53% 12/39%	7/14% 5/11% 2/6%		
Shared plans for future educational growth	2004 n=51 2005 n=47 2006 n=31	22/43% 18/38% 14/45%	23/45% 19/40% 10/32%	6/12% 6/13% 3/10%	 2/4% 1/3%	

Results: Data Collection and Its Use

The unit developed an unit assessment system (UAS) that evolved from requests for assessment data from programs, the unit, the institution, the state, and national organizations including Specialized Professional Associations and the Nation Council for the Accreditation of Teacher Education. Sources of data include candidates, faculty, and programs. These data are used to form judgments and guide decisions. Figure 1 indicates a model for assessment and the flow of decision making in the UAS. The professional community is involved in the UAS through providing standards, providing guidelines for

demonstrating competence in standards, and providing service on committees such as the Education Personnel Preparation Advisory Committee (EPPAC) and the Undergraduate Program Liaison Committee for Initial Teacher Education (UPLCITE) that assist the unit in making curricular and pedagogical decisions. Public school personnel assist in teaching courses, supervising candidates, and serving on various committees. Communication with the professional community through EPPAC and UPLCITE regarding the unit and its programs for preparing professional educators occurs on a regular basis.

**Figure 1: UAS Assessment Model and the Flow of Decision Making**

ASSESSMENT MODEL

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                    ┌─────────────────┐
                    │  DATA SOURCES:  │
                    │   Candidates    │
                    │    Faculty      │
                    │    Programs     │
                    └─────────────────┘

┌──────────────┐   ┌──────────────┐   ┌──────────────┐   ┌──────────────┐
│ Collect Data/│ → │Form Judgments│ → │  Decisions   │ → │   Program    │
│ Information  │   │              │   │  (Actions)   │   │ Improvement  │
└──────────────┘   └──────────────┘   └──────────────┘   └──────────────┘
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The UAS gathers data for the following areas: programs, the unit, the university, the West Virginia Department of Education, the Marshall University Board of Governors, and national associations. The data derive from programs, faculty, and candidate performances; and the unit uses the data collection to inform decision making about candidate performance, faculty effectiveness, and program improvement.

Figure 2 indicates the annual assessment cycle regarding use of data in the educational programs. Data is collected from various sources to create reports. Comments are collected from various committees and agencies, including the program committees for the College of Education and Human Services. This feedback goes back into the program to strengthen the program itself and candidate performance. An attachment in the Appendix C indicates changes that have been made based on feedback and data sources.

Figure 2: Annual Assessment Cycle for the Professional Development Unit
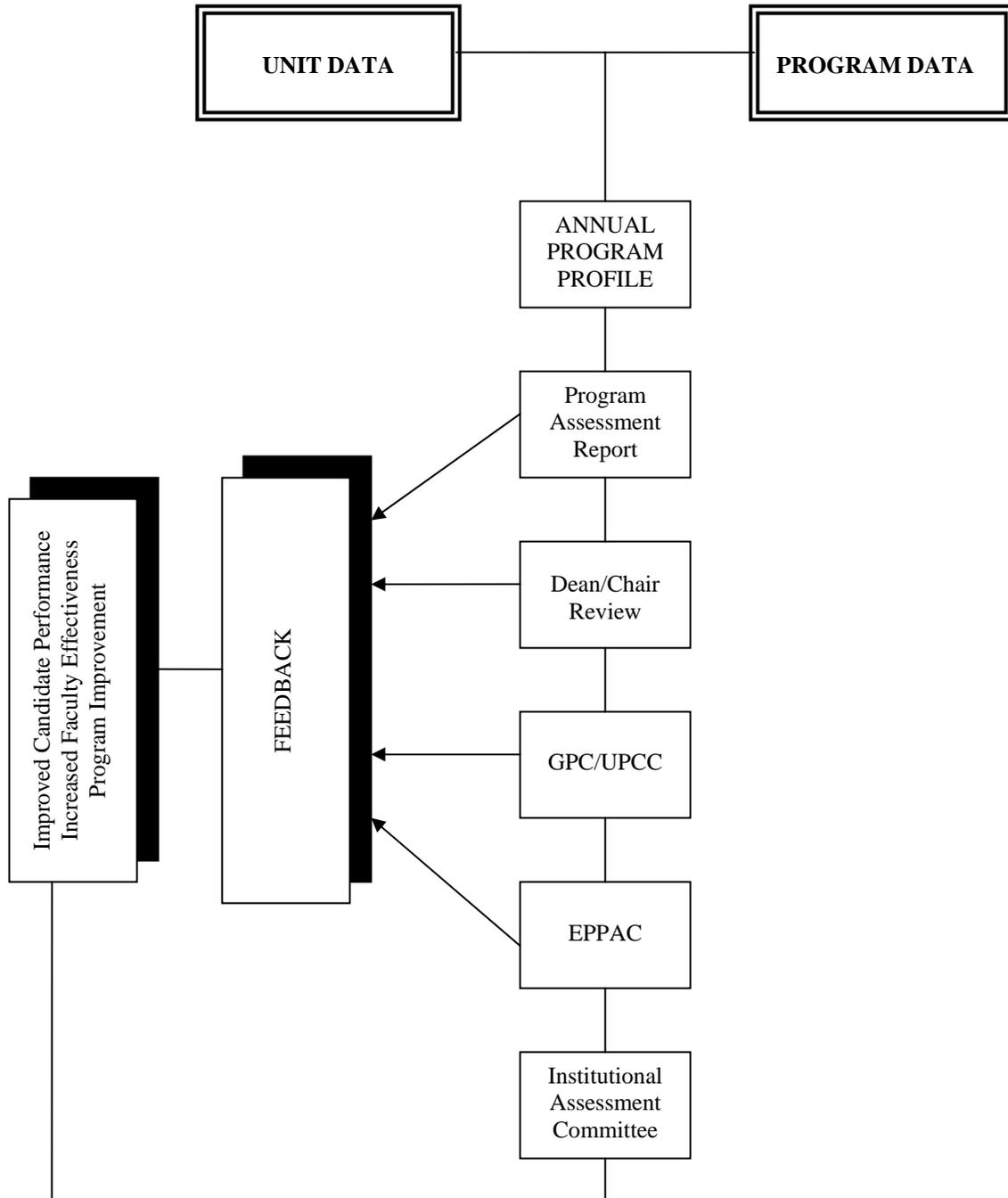
BOT Initiative Compliance

The professional education unit (PEU) of the College of Education and Human Services is comprised of the School of Education and the Graduate School of Education and Professional Development (GSEPD). In October 2004, the PEU received a continuing

accreditation visit from the National Council for the Accreditation of Teacher Education. The visit was a joint accreditation visit with the West Virginia Department of Education.

The report from the visiting team was very good. The NCATE team recommended that all standards be met and continuing accreditation be approved. The unit was given a commendation in the area of collaboration with P-12 partners. The state team recommended that all programs be approved by the WVDE.

In addition to accreditation requirements from NCATE and WVDE, the PEU is responsible for program approval by various specialized professional organizations. These program reviews are submitted prior to on-site visit by the team.

Benchmarks include distinguished, which means a candidate's performance is outstanding – above and beyond what is required; proficient, which means a candidate is proficient and will be able to work well independently as a teacher; basic, which means the candidate has achieved a minimum level of performance, but will need modest assistance and practice in order to grow to full professional competence; and unsatisfactory, which means a candidate will require significant growth and practice before being eligible for recommendation for a teaching certification. Candidates have the opportunity to be evaluated as distinguished only during the student teaching assignment.

Plans for Current Year

The college of Education and Human Services will continue to work with its partnership schools in order to provide our students with the best possible educational experiences that we are capable of providing. The number of Professional Development schools that the COEHS is working with has grown to 12.

By the fall of 2007, all teacher education students will have completed at least 200 hours of clinical experiences before they begin student teaching.

The June Harless Center will continue to work with public schools around the state, by means of distance learning, to provide instruction in foreign language and mathematics.

Assistance Needed

The College needs resources to pay public school supervisors and university supervisors for additional clinical hours placed on students in the past year and those additional hours to come.

What Have We Learned?

In any accreditation process, the unit learns a great deal. What seems very clear and understandable to us may not translate the same way to others. The unit also sees clearly its strengths and weaknesses. The Elementary Education program is a strong, viable

program and it has been. designated as a program of excellence by the MU Board of Governors.   In addition, all three NCATE areas of improvement have been removed by the NCATE governing board.

All of our undergraduate and graduate programs were fully approved in September, 2006 by the West Virginia Board of Education.

Our graduates have methods courses and important clinical experiences. They have told us through surveys that they agree our program is strong and relevant, and their employers have told us that our graduates are well prepared for the classroom.

APPENDIX A:

Vision 2005 Goals

VISION 2005 GOALS

<u>Goal #1</u> The College of Education and Human Services will provide support for ongoing, individualized systematic faculty development. COEHS faculty development will be structured to meet the needs of faculty members in both teacher education and human services. Increased resources allocated to professional development will provide continuing education, including mentoring for new faculty, to enable faculty to keep current with major technological innovations and with other trends and issues as they relate to specific fields and to the COEHS's mission.

STRATEGIES	2001-2002	2002-2003	2003-2004	2004-2005
COEHS will provide ongoing systematic faculty development.	Offer a variety of training options including: 1) Provide seminar for new faculty to update experiences comparable to current faculty. 2) Provide Distance Learning training for faculty: • WebCT • Interactive Distance Learning 3) Grant Writing 4) Cultural Diversity 5) Using Banner 6) Student advising 7) Teacher Lecturer sessions	Adopt Training for Trainers Model for faculty development. Individual faculty development plan (mentoring assistance available for faculty). Professional Development Sessions: 1) Using Banner 2) Student Advising 3) Grant Identification 4) Grant Writing 5) Technology sessions (web pages, other programs) 6) NCATE sessions 7) Teacher Lecturer sessions	Trainers present workshops. Implement individual faculty development plan. Professional Development Sessions: 1) No Child Left Behind 2) A Framework for Teaching (Charlotte Danielson's work) 3) NCATE sessions 4) Teacher Lecturer sessions	Evaluate training for trainers. Evaluate individual faculty development plan. Professional Development Sessions: 1) No Child Left Behind 2) A Framework for Teaching (Charlotte Danielson's work) 3) Teacher Lecturer sessions

Assessment Procedure:
    What: Evaluation shall take place prior to the end of each academic year.
    Who: Department Chair shall provide evaluation data to Planning Review Committee.

VISION 2005 GOALS

Goal #2 The College of Education and Human Services curriculum will be responsive to increasing social and technological change and to students' needs and interests. The curriculum will be sufficiently flexible to provide the opportunity for students to experience a wide variety of learning strategies that include a high level of individualization.

STRATEGIES	2001-2002	2002-2003	2003-2004	2004-2005
Enhance computer usage capabilities and access.			All the classrooms in Jenkins Hall have an Internet hookup. Two of the classrooms have been wired and equipped for Distance Education classes/presentations. One additional classroom has a projector installed in the ceiling that is attached to a computer which remains in the room at all times for easy access to the Internet and for PowerPoint presentations. Professors have access to laptops and projectors in the LRC which can be checked out for classroom use. Two classrooms in Jenkins Hall have 20 or more computers and printers and scanners.	Two additional classrooms will have projectors on a computer installed.
Improve the linkage of COEHS with business, industry, and other educational agencies.			The Harless Center, under the Directorship of Dr. Stan Maynard, continues to link with businesses, industries and educational agencies.	The most recent linkage will take place during 2004 with a school in the Dominican Republic.
Establish an undergraduate and graduate student organization to stimulate thinking for creative, professional, and social change.				
Establish a COEHS committee(s) to oversee individualized learning experiences. Capstone experiences should provide a demonstration of the ability to articulate the integration of theories of development and instructional strategies.				
Establish and develop more and varied clinical experiences in the COEHS.				We continue to try and find varied clinical experiences for our students.
Develop greater opportunities for distance learning.				Linkage with a school in the Dominican Republic.
Promote an educator/professional-in-residence program in COEHS to enhance students' educational opportunities.				

Increase multi-media usage and capabilities within each instructional design in the COEHS.			Professors have access to laptops and projectors in the LRC which can be checked out for classroom use.	

Assessment Procedure:
        What: Evaluation shall take place prior to the end of each academic year.
        Who: Department Chair shall provide evaluation data to Planning Review Committee.

V ISION 2005 GOALS

Goal #3 The College of Education and Human Services will provide a wide variety of clinical or internship experiences where application of learned concepts is stressed and where students may try innovative methods based on their mastery of theory and research. Student clinicals will reflect a high level of cooperation with the agencies, institutions, and organizations providing clinical placements for COEHS students.

STRATEGIES	2001-2002	2002-2003	2003-2004	2004-2005
An administrative process should exist that assures safe productive quality experiences.	- Committees have been formed and have been charged with reviewing established policies, procedures, and assessment for clinicals.	- Proposed changes have been formulated. - Committee formed in Spring 2003 to review evaluations and rubrics for Level I and Level II clinicals.	- Policies, procedures and assessments for clinicals have been finalized and implemented. - New Level I and Level II evaluation forms and rubrics completed in Summer 2003, and implemented Fall 2003. - Student Teacher evaluation form and rubric modified and implemented in Fall 2003.	- Policies, procedures and assessments are being monitored. Assessments have been institutionalized. - Policies, procedures and assessments have been modified as needed. - Level II Clinical Committee formed Fall, 2004 to review policies, procedures, and assessments for modification. Committee continues to meet and plans to rewrite all clinical handbooks and collapse them into one handbook.
Clinicals should be included with each methods course.	- Methods courses have been reviewed to determine need for additional clinicals.	- Clinicals have been developed and instituted.	- Clinical experiences are evaluated.	-Clinicals are modified as needed. - Two methods courses for all disciplines (one elementary and one secondary) were implemented, monitored, evaluated and discontinued. - Methods courses were established for individual disciplines. -Methods courses not aligned with the Level II Clinical have implemented components to assure public school experience, ie., CI 301, Teaching Elementary School Mathematics; CI 403/503, Materials and Methods of Teaching Middle Grade Students; CISP

				320/420, Introduction to Special Education Parts I and II; CISP 433, Introduction to Mental Retardation; CISP 435, General Special Education Programming; CISP 453, Curriculum and Methods in Mental Retardation; CISP 421, Children with Exceptionalities.

Goal #3 (cont.)

STRATEGIES	2001-2002	2002-2003	2003-2004	2004-2005
Consistency among different sections of the same courses should be assured.	- Courses which require visits to agencies and schools are reviewed. - Clinical committees meet to monitor clinical requirements.	- All sections of the same courses are monitored for consistency in clinical requirements. - Level II Clinicals were increased Spring, 2003, from 30 hours to 60 hours of experience in public schools.	- Clinicals are evaluated and modified as needed. - Evaluations and rubrics were modified for Level I and II Clinicals. Fall, 2003.	- Clinicals are evaluated and modified as needed. - Procedures are being modified for clinical and student teachers' collection of public school student information for consistency and to meet State Board Policy, Spring 2004.

All programs that include internships should assure application and acceptance procedures that are known and fair to all parties.	- Programs with internships are reviewed and information on application and acceptance procedures is collected.	- Procedures are evaluated.	- A data base has been developed to systematically collect information.
			- Performance Assessment Tasks are required and explained and publicized:
			  EDF 218 – Case Study
			  CI 415 – Unit Plan
			  CI 442 & 449 – Classroom
			
			Management Portfolio
			  CI 447 – Lesson Plan
			  CISP 421 – Diversity Project
			- Students in classes with internships are advised when they enter the college and when they enter EDF 218 (Student Handbook).
			- Students are evaluated in EDF 218 and EDF 319 regarding their progress in their
				- Areas needing more diversity have been modified to address the need.

			program. - Standardized goals and assessments exist for all teacher candidates. - Handbooks are available which contain all policies.	

Assessment Procedure:
    What: Evaluation shall take place prior to the end of each academic year.
    Who: Department Chair shall provide evaluation data to Planning Review Committee.

VISION 2005 GOALS

Goal #4   The College of Education and Human Services will play a leadership role in the region's educational and human-service enterprises, helping to initiate and facilitate change by bringing expertise based on theory, research, and technological developments to local and regional endeavors.

2001 - 2005		
STRATEGIES	PROJECTS	TECHNIQUES

1. Establish an organizational base for Rural Education.
2. Establish outreach programs.
3. Provide consultation for planning, implementation, and evaluation of community programs.
4. Establish collaboratives regarding:
  (a) Initiatives with other Higher Education Institutions
  (b) WVDOE
    (1) Reading/Language Arts
    (2) Foreign Language
    (3) Technology
  (c) RESA's
    (1) Technology
    (2) Professional Development
    (3) High School curriculum enrichment
	1. June Harless Center
	  • Rural Educational Hall of Fame
	  • Effective Schools Projects
	  • Leadership Academies
	  • Arts on Wheels Project
	  • Distance Learning Initiative
	    (1) Foreign language
	    (2) Professional Development
	2. Appalachian Studies Association
		1. Grant writing/ Fundraising
		2. Technological Assistance
		3. Action Research
		4. Professional Development:
		    (1) Foreign language
		    (2) Reading Education
		5. Collaboration
		6. Partnerships
		  - WVDOE
		  - RESA's
		  - Business Partners

Assessment Procedure:
    What: Evaluation shall take place prior to the end of each academic year.
    Who: Department Chair shall provide evaluation data to Planning Review Committee.

VISION 2005 GOALS

Goal #5 The College of Education and Human Services will complete a plan of student recruitment and retention of culturally diverse students who are qualified to compete at the graduate and undergraduate levels and encouraged to take advantage of the opportunities made available by Marshall University's College of Education and Human Services.

	2001-2002	2002-2003	2003-2004	2004-2005
STRATEGIES	The Dean will assign a faculty member from the Marshall University College of Education and Human Services to assume responsibility for the recruitment plan. Marshall University faculty members will work with Marshall University College of Education and Human Services recruitment coordinator in the development/implantation of all goals. Compensation is recommended for the faculty coordinator for services rendered above and beyond normal contract responsibilities.	The coordinator of the recruitment plan will establish a working relationship with the following program areas: Outstanding Black Students Program International Students Program Future Educators of America Support Systems: Gamma Beta Phi Society; Black United Students	The coordinator of the Recruitment Plan will initiate a close working relationship with: Marshall University Foundation Student Financial Aid Program Alumni Program	An annual study will be conducted by the coordinator of the recruitment retention program. The study will focus on the following areas: Number of contacts with students (data collected by ethnic background) Number of applications received Number of requests for financial aid received and number of grants, scholarships granted by ethnic background. Retention rate of students enrolled Rate of graduation of various student groups Study impact of financial commitment by MU to the recruitment/retention program and the results achieved by the program.
OUTCOMES	Established a need for a recruitment and retention plan to increase the ethnic diversity of the College of Education and Human Services student population. Consequently, a student recruitment and retention plan for this purpose was drafted in cooperation with the Planning and Review Committee.	Initiated efforts to implement the recruitment and retention plan. The COEHS Dean made a decision to recommend compensation for services rendered above and beyond normal contract responsibilities.	Identified a faculty coordinator of the student recruitment and retention plan. This COEHS faculty member is assigned to work with other faculty members and to establish a working relationship with the following program areas: Outstanding Black Students Program International Students Program Future Educators of America Support Systems: Gamma Beta Phi Society; Black United Students	

			Center for African American Students	

Assessment Procedure:

      What: Evaluation shall take place prior to the end of each academic year.

      Who: Department Chair shall provide evaluation data to Planning Review Committee.

APPENDIX B:

Candidate Performance Data

Semester_____ Year _____   Days Absent _____ Times Tardy _____

LEVEL III CLINICAL EXPERIENCE (STUDENT TEACHING) EVALUATION FORM

Teacher Candidate: _____ID Number: _____
Last   First   Middle   Maiden

Home Address: _____

E-mail Address: _____ Undergraduate _____ Graduate _____

Complete Name of School: _____County: _____ State: _____

Grade Level: _____ Subject Taught: _____No. of weeks: _____

Subject Specialization(s): _____

University Supervisor: _____Public School Supervisor: _____

D = Distinguished: Teacher candidate's performance is outstanding, demonstrating initiative and creativity, above and beyond
what is required.
P = Proficient: Teacher candidate will be able to work well independently as a teacher while actively engaging students in
learning.
B = Basic: Teacher candidate has achieved a minimum level of performance and will need modest support and
practice in order to develop full professional competence.
U = Unsatisfactory: Teacher candidate exhibits in adequate skills, therefore requiring significant growth and practice before being
eligible for certification.

STANDARDS FOR TEACHER CERTIFICATION		D	P	B	U
1 Content Knowledge	The teacher critically examines the central concepts, tools of inquiry, and structures of the discipline to be taught to make learning meaningful for students; uses state and national standards appropriate to the content.				
2 Human Development and Learning	The teacher analyzes how children learn and develop and provides learning opportunities for intellectual, social, and personal development.				
3 Diverse Learners	The teacher appraises differences in learning and creates instructional opportunities adapted to diverse learners.				
4 Instructional Strategies	The teacher examines, applies, adapts, and evaluates a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.				
5 Learning Environment	The teacher integrates a critical understanding of individual and group motivation and behavior to create a positive learning environment with social interaction, active engagement, and self-motivation.				
6 Communication	The teacher examines, applies, adapts, and evaluates a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.				
7 Planning	The teacher plans and delivers instruction based upon critical understanding of subject matter, students, the community, and the state and national standards.				
8 Assessment	The teacher examines and applies formal and informal assessment strategies to evaluate learners and to ensure continuous intellectual, social, and physical development.				
9 Reflective Teaching/ Professional Growth	The teacher is a reflective practitioner who evaluates the effects of his/her choices and actions on others and seeks opportunities to grow professionally.				

10 Professional Relationships	The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.				

NOTE: The teacher candidate MUST score at least Basic on all 10 standards to receive credit.

DISPOSITIONS AND PROFESSIONAL BEHAVIOR
Please rate the teacher candidate on the following behaviors according to the scale.
S = Satisfactory   NW = Needs work   U = Unsatisfactory

TEACHER CANDIDATE BEHAVIOR	S	NW	U
APPEARANCE: Teacher candidate is neat, well-groomed, and dressed appropriately for a school setting.			
ATTENDANCE: Teacher candidate is prompt and regular in attendance. Days absent _____ Times tardy _____ (Missing seminar = ½ day)			
ATTITUDE/COMPOSURE: Teacher candidate's attitude is positive and supportive, and he/she is able to maintain appropriate composure throughout experience.			
BEHAVIOR: Teacher candidate behaves in a professional and ethical manner.			
CONFIDENTIALITY: Teacher candidate maintains confidentiality concerning student information.			
FLEXIBILITY: Teacher candidate demonstrates flexibility in interactions with students and teacher.			
FOLLOWING INSTRUCTIONS: Teacher candidate demonstrates ability and willingness to follow instructions.			
INITIATIVE: Teacher candidate shows initiative in volunteering to work with students and/or to enhance professional development.			

The teacher candidate has successfully completed:

1.   <u>The Teaching Portfolio</u>   _____ Yes   _____ No

2.   <u>The Capstone Oral Presentation</u>   _____ Yes   _____ No

_____ **Recommendation of Supervisors:** The undersigned agree that the teacher candidate has successfully completed the student teaching experience. It is recommended that the stipulated hours of credit be entered on the teacher candidate's record. It is also agreed that upon completion of the approved program requirements at Marshall University, the teacher candidate be recommended for a teaching license at the appropriate level and/or subject area of specialization.

_____ **Non-recommendation of supervisors:** The undersigned agree that the teacher candidate has not successfully completed student teaching; no credit will be entered on the teacher candidate's record.

_____   _____
Public School Supervisor   University Supervisor

*** It is recommended that the Public School Supervisor and the University Supervisor attach comments to this evaluation form.

I have read the completed evaluation.

_____
Level III Clinical Experience Teacher Candidate

1-04-06

LEVEL III CLINICAL EXPERIENCE (STUDENT TEACHING) RUBRIC FOR TEACHER CERTIFICATION

Teacher Candidate _____**Specialization**
_____ **Semester**_____ **Year**_____
Graduate _____ **Undergraduate** _____

STANDARD #1 - CONTENT
The teacher critically examines the central concepts, tools of inquiry, and structures of the discipline to be taught to make learning meaningful for students; uses national standards and West Virginia Content Standards and Objectives (CSOs) appropriate to the content.

A.	The teacher has a thorough knowledge of the subject matter and can relate this knowledge to other subject areas.		
DISTINGUISHED	**PROFICIENT**	**BASIC**	**UNSATISFACTORY**
Displays extensive content knowledge; makes clear and meaningful connections to other concepts and other disciplines.	Displays solid content knowledge and makes connections among central concepts within the discipline with other disciplines.	Displays basic content knowledge; sometimes fails to make connections between and among concepts.	Makes content errors; does not recognize errors made by students; fails to make connections between and among concepts.
B.	The teacher uses a variety of examples and explanations of concepts and links them to students' prior understandings, other content areas, and life experiences; uses the West Virginia Content Standards and Objectives to structure content.		
Creatively integrates CSOs from different disciplines to make content meaningful for students.	Utilizes CSOs to structure content in a sequence that takes into account prerequisite knowledge needed.	Can utilize CSOs to structure content, but sometimes fails to recognize prerequisite knowledge needed.	Displays little understanding of how to utilize CSOs to structure content; does not make links to prior understandings or other content areas.
C.	The teacher incorporates differing viewpoints and theories in the teaching of subject matter concepts; encourages questioning.		
Encourages students to critically examine varying viewpoints and theories; encourages questions.	Incorporates a variety of viewpoints and theories about subject matter; encourages student questioning.	Offers some basic viewpoints and theories about subject matter; some student questioning.	Does not present viewpoints or theories different than those in the text.
D.	The teacher engages students in generating and testing knowledge according to the methods of inquiry within the discipline.		
Facilitates content-specific opportunities to generate and test knowledge.	Supports student inquiry and testing of knowledge.	Displays general knowledge of inquiry strategies appropriate to the discipline.	Fails to recognize opportunities for inquiry within the discipline.

STANDARD #2 - HUMAN DEVELOPMENT AND LEARNING
The teacher analyzes how children learn and develop and provides learning opportunities for intellectual, social, and personal development.

A.	The teacher assesses students' ages, levels of development and approaches to learning to design appropriate strategies for cognitive, physical, social-emotional and character development.		
DISTINGUISHED	**PROFICIENT**	**BASIC**	**UNSATISFACTORY**
Varies strategies to meet usual and special intellectual, social and physical developmental needs of all learners.	Designs strategies that are appropriate for students' cognitive, physical, and personal development.	Most strategies are developmentally appropriate.	Shows little awareness of students' levels of development when selecting learning opportunities.
B.	The teacher provides opportunity for active engagement, manipulation, and testing of ideas and materials linked to prior knowledge and experience.		
Actively engages students, enabling them to manipulate and test concepts and materials linked to prior experiences.	Provides hands-on experiences; engages students actively in learning.	Usually provides for active involvement.	Provides few opportunities for active involvement.
C.	The teacher encourages discussion, listening, and responding; elicits examples of student thinking orally and in writing, individually and in groups.		
Consistently involves all students in discussion, listening and responding; provides opportunities for all students to demonstrate thinking orally and in writing, individually and in groups.	Encourages discussion, listening, and responding; elicits examples of student thinking orally and in writing, individually and in groups.	Most lessons provide for discussion, listening and responding; elicits some examples of student thinking orally and in writing.	Fails to provide for discussion, listening and responding; elicits examples of student thinking only in writing or only orally.
D.	The teacher encourages students to assume responsibility for shaping their learning tasks.		
Actively involves students in activities that allow them to assume responsibility for shaping their own learning.	Encourages students to assume responsibility for shaping their learning tasks.	Sometimes encourages students to participate in shaping their learning tasks.	Fails to encourage students to be involved in shaping their learning tasks.

STANDARD #3 - DIVERSE LEARNERS

The teacher appraises differences in learning and creates instructional opportunities adapted to diverse learners.

A.	The teacher designs instruction based on respect for students' differing learning styles, multiple intelligences, and performance modes and the belief that all children can learn.		
DISTINGUISHED	**PROFICIENT**	**BASIC**	**UNSATISFACTORY**
Uses creativity in designing a variety of instructional strategies that provide for differences in learning styles, multiple intelligences, and performance modes.	Designs instruction that provides for differences in learning styles, multiple intelligences, and performance modes.	Designs instruction that sometimes provides for differences in learning styles, multiple intelligences, and performance modes.	Ignores or is unfamiliar with differences in students' learning styles, multiple intelligences, and performance modes.

B.	The teacher appreciates and values human diversity and treats all students equitably; creates a learning community in which individual differences are respected.		
Creates a learning community where all students are valued and treated equitably; students and teacher demonstrate genuine caring and respect for one another.	Creates a learning community where all students are treated equitably and teacher and students treat each other with respect.	Creates a learning community where most students are treated equitably; students do not behave negatively toward one another.	Reacts to at least some students in negative and demeaning ways; fails to recognize human diversity; demonstrates lack of respect for students.

C.	The teacher makes appropriate provisions for individual students who have particular learning needs; identifies when and how to access appropriate services or resources to meet exceptional learning needs.		
Provides ample, appropriate adaptations for students with special learning needs; actively seeks services and resources to meet individual learning needs.	Makes appropriate provisions for students who have special learning needs; identifies when and how to access services and resources to meet learning needs.	Occasionally varies methods, materials and time to meet special learning differences; generally identifies when and how to access special services for students.	Usually teaches in a group-directed way with little or no variations in time and circumstances for learning; has little knowledge of services for special needs students.

D.	The teacher uses cultural diversity and individual student experiences to enrich instruction; brings multiple perspectives to the discussion of subject matter.		
Values and celebrates cultural diversity; uses the community, student experiences and families to provide culturally rich experiences for students.	Uses cultural diversity and individual student experiences to bring multiple perspectives to the curriculum.	Uses a limited number of individual student experiences to bring some perspectives to the curriculum.	Ignores opportunities to bring multiple cultural perspectives to the curriculum.

STANDARD #4 - INSTRUCTIONAL STRATEGIES

The teacher examines, applies, adapts, and evaluates a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

A. The teacher uses a variety of instructional strategies, including current technology, that allow students to: 1) explore concepts and develop an in-depth understanding of content; 2) engage in active learning, creative and critical thinking, problem solving, conceptual understanding and performance.

DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
Critically examines teaching strategies in selecting those that promote active engagement, the use of computer technology, creative and critical thinking, problem solving, and performance skills.	Uses a variety of teaching strategies that allow students to utilize computer technology, engage in active, hands-on, learning experiences, critical thinking, problem solving and performance skills.	Mixes instructional approaches and designs some activities that allow students to utilize computer technology, engage in active hands-on, learning experiences, critical thinking, problem solving and performance skills.	Usually relies on one or two approaches; students are largely passive recipients of information.

B. The teacher chooses alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs; constantly monitors and adjusts strategies in response to feedback.

Evaluates and chooses alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs; constantly monitors and adjusts strategies in response to feedback.	Chooses teaching strategies and materials appropriate to objectives and student needs; usually monitors and adjusts strategies in response to feedback.	Increasingly matches strategies with instructional goals and student needs; sometimes adjusts strategies in response to feedback.	Usually uses one favorite style, strategy, and/or standardized guide to achieve instructional purposes; fails to adjust strategies based on feedback.

C. The teacher uses a range of questioning techniques to promote different levels of understanding; promotes students' awareness of their own thought processes and how to use reflection to build new understandings.

Utilizes Socratic and other questioning strategies to promote higher levels of thinking and reflection on student thinking processes.	Uses various questioning techniques to promote different levels of understanding and awareness of student thinking processes.	Usually uses questions to promote understanding above the comprehension level.	Questions are usually of poor quality and fail to promote thinking and understanding above the comprehension level.

D. The teacher varies the teacher's role in the instructional process (e.g. instructor, facilitator, coach, and audience) in relation to the content and purposes of instruction and the needs of students.

Consistently varies the teacher's role in the instructional process in relation to the content, purposes of instruction and the needs of the students.	Plays the roles of instructor, facilitator, coach, audience, etc., in the instructional process in relation to the content, purposes of instruction and needs of students.	Is inconsistent in varying the role of the teacher in the instructional process.	Predominately adheres to the role of instructor in the instructional process.

STANDARD #5 - LEARNING ENVIRONMENT
The teacher integrates a critical understanding of individual and group motivation and behavior to create a positive learning environment with social interaction, active engagement, and self-motivation.

A.	The teacher establishes a smoothly functioning learning community where students: 1) participate in decision making and in setting clear expectations and standards of behavior; 2) assume responsibility for themselves and one another; 3) work both independently and collaboratively; 4) engage in purposeful learning activities; and 5) help create a positive classroom climate.		
DISTINGUISHED	**PROFICIENT**	**BASIC**	**UNSATISFACTORY**
Consistently maintains a positive classroom climate by actively involving students in decision-making and standard-setting; helping students assume responsibility for self and others; encouraging independent and collaborative work; and engaging students in purposeful work and meaningful activities.	Works with students to create a positive classroom climate by allowing students to participate in decision-making and standard-setting; helping students assume responsibility for self and others; encouraging independent and collaborative work; and engaging students in purposeful work and meaningful activities.	Inconsistently creates a positive classroom climate; students sometimes participate in decision making; students sometimes engage in collaborative work and meaningful learning activities.	Fails to maintain a positive classroom climate where collaboration and meaningful learning can take place.

B.	The teacher helps students develop the motivation to achieve by, for example, relating lessons to their interests, allowing students to have choices in their learning, and providing opportunities to students to pursue problems that are meaningful to them; maximizes class time spent in learning.		
Actively promotes development of motivation to achieve by involving students in purposeful activities and problem solving situations that are relevant and meaningful.	Provides opportunities for development of motivation to achieve by usually involving students in purposeful activities, problem solving situations, and relevant and meaningful activities.	Inconsistently helps students develop motivation to achieve.	Makes little or no effort to provide opportunities to develop motivation to achieve.

C.	The teacher organizes and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.		
Maintains a smoothly running classroom where utilization of resources of time, space, activities and attention are maximized and focus is on active engagement of students in productive tasks.	Organizes, allocates and manages the resources of time, space, activities, and attention to promote active engagement of students in productive tasks; and maximizes class time spent in learning.	Seems able to organize and manage resources of time, space, activities and attention; and attempts to maximize class time spent in learning.	Seems unable to organize and manage resources of time, space, activities and attention; and wastes valuable class time.

D.	The teacher is responsive to student behavior and sensitive to students' individual needs; uses effective strategies for managing behavior and referring serious misbehavior.		
Responds to behavior in highly effective and sensitive manner to meet students' individual needs; knows procedures for referring serious misbehavior.	Responds to behavior in an effective and generally sensitive manner to meet students' individual needs; knows procedures for referring serious misbehavior.	Shows some ability to respond in effective and sensitive ways; generally knows procedures for referring students.	Responds to behavior in ineffective and/or insensitive ways; fails to take responsibility for understanding referral procedures.

STANDARD #6 - COMMUNICATION

The teacher uses effective verbal, nonverbal, and media communication techniques to cultivate inquiry, collaboration, and supportive interaction in the classroom.

A.   The teacher models a variety of effective communication strategies (models accurate and grammatically correct language, restates ideas and draws connections, using visual, aural, and kinesthetic cues, etc.), and being sensitive to nonverbal cues given and received.

DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
Uses spoken and written language in an articulate, clear, and grammatically correct way; uses various communication tools (restating ideas, questioning, drawing conclusions, etc.) to promote effective communication.	Uses spoken and written language that is clear and grammatically correct; uses a variety of communication tools.	Speaks in an audible tone, makes few grammatical errors in written and spoken language; attempts to use several communication tools.	Speaks in an unclear or inaudible voice; written and spoken language contain many grammatical errors, few communication tools are used.

B.   The teacher supports and expands learner expression in speaking and writing, and uses media communication tools, including audio-visual aids and computers, to enrich learning opportunities.

Is creative in finding ways for students to express themselves in spoken and written language; uses media tools (audio-visual aids, computers, etc.) extensively to enrich learning opportunities.	Provides opportunities for student expression in spoken and written language; uses media tools to enrich learning opportunities.	Inconsistently provides ways for students to express themselves in spoken and written language; incorporates some media tools.	Written and spoken assignments for students generally call for short sentences or words. Little opportunity is given for students to express their thinking utilizing media tools.

C.   The teacher asks a variety of levels of questions to stimulate discussion and critical thinking.

Skillfully engages students in discussion, critical thinking, listening, and responding by asking a variety of levels of high quality questions.	Engages students in discussion, critical thinking, listening, and responding by asking a variety of levels of high quality questions.	Involves few students in discussions; most questions call for lower level thinking skills.	Attempts to engage students in discussion with little success.

D.   The teacher demonstrates appropriate listening and responding skills.

Actively involves students in acquiring listening and responding skills that enhance interpersonal communication.	Models listening and responding skills that enhance interpersonal communication.	Inconsistently models appropriate listening and responding skills.	Frequently fails to model appropriate listening and responding skills.

STANDARD #7 - PLANNING
The teacher plans instruction based upon critical understanding of subject matter, students, the community, and the West Virginia Content Standards and Objectives.

A. The teacher creates and communicates short and long range plans based on curriculum standards and the West Virginia Content Standards and Objectives that: 1) include a variety of teaching strategies and accurate and useful learning materials; 2) engage students in the teaching and learning process; and 3) incorporate reading strategies into the instructional process.

DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
Creates excellent long and short term plans based on curriculum standards and state CSOs, which incorporate a variety of strategies and materials, actively involve students in learning, and promote reading skills.	Creates short and long-range plans based on curriculum standards and state CSOs that include appropriate strategies and materials, actively involve students, and promote reading skills.	Creates short and long range plans that inconsistently integrate state CSOs; involve students in learning and promote reading skills.	Fails to create short and long range plans or plans only minimally integrate some CSOs; seldom includes active learning or reading activities.

B. The teacher uses student prior knowledge and theories of learning and teaching to plan relevant, authentic experiences; communicates expected learning outcomes and performance levels.

Uses student prior knowledge and a thorough knowledge of theories of learning and teaching in planning relevant, authentic learning experiences; communicates expected learning outcomes and performance levels.	Uses student prior knowledge to plan relevant, authentic learning experiences; communicates expected learning outcomes and performance levels.	Inconsistently uses awareness of student prior knowledge to plan learning experiences; usually communicates learning outcomes and performance levels.	Shows little understanding of how students learn; fails to plan relevant and authentic learning experiences or communicate expectations.

C. The teacher demonstrates the ability to integrate academic and vocational concepts and incorporate related career information, workplace skills and attitudes when appropriate.

Creates plans that creatively and effectively integrate academic and vocational concepts; actively involves students in seeking career information and developing workplace skills and attitudes as appropriate.	Devises plans that integrate academic and vocational concepts, career information workplace skills and attitudes as appropriate.	Devises plans that sometimes integrate vocational concepts, career information, workplace skills and attitudes as appropriate.	Fails to devise plans that integrate academic and vocational concepts, career information, workplace skills, and attitudes as appropriate.

D. The teacher systematically adjusts plans to meet student needs and enhance learning.

Effectively monitors student learning; systematically and creatively adjusts plans to meet student needs and enhance learning.	Monitors student learning and adjusts plans to meet student needs and enhance learning.	Usually is aware of student learning and can adjust plans to meet student needs and enhance learning.	Shows little awareness of need to adjust plans to meet student needs and enhance learning.

STANDARD #8 - ASSESSMENT
The teacher examines and applies formal and informal assessment strategies to evaluate learners and to ensure continuous intellectual, social, and physical development.

A.   The teacher uses a variety of assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) aligned with goals and objectives to measure student understanding, progress, and performance.

DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
Is creative in designing a variety of assessment techniques to measure student understanding, progress, and performance; aligns techniques with goals and objectives.	Uses a variety of formal and informal assessment strategies to measure student understanding, progress and performance; aligns techniques with goals and objectives.	Usually uses assessment techniques to measure student understanding, progress and performance; usually aligns techniques with goals and objectives.	Relies on pencil-paper assessments of understanding or fails to assess performance; fails to align techniques with goals and objectives.

B.   The teacher uses assessment strategies and results, including the results of the West Virginia Testing Program, to diagnose student learning needs as a basis for designing instruction in order to enhance student learning.

Actively utilizes results of state testing program(s) and a variety of classroom assessments to design and adjust instruction based on student needs.	Uses state testing programs and classroom assessments to design and adjust instruction based on student needs.	Inconsistently uses assessment results to design and adjust instruction based on student needs.	Fails to use assessment results to design and adjust instruction based on student needs.

C.   The teacher evaluates the effect of class activities through observation of classroom interactions, questioning, and analysis of student work; modifies instruction based on assessment results.

Continuously utilizes observations, questioning, and analysis of student work to evaluate the effectiveness of classroom activities and creatively modify instruction.	Utilizes observations, questioning, and student work to evaluate the effectiveness of classroom activities and make adjustments to instruction.	Inconsistently uses observations, questioning, and student work to evaluate the effectiveness of classroom activities; sometimes makes adjustments to instruction.	Fails to use questioning, observations, and student work to evaluate the effectiveness of classroom activities; seldom adjusts instruction.

D.   The teacher maintains useful and accurate records of student work and performance and communicates student progress, incorporating technology when appropriate.

Designs and uses an effective system for maintaining accurate records of student work and performance; communicates to the student, parents and school officials.	Maintains and communicates accurate records of student work, performance, and progress; usually communicates student progress.	Inconsistently maintains accurate records of student work, performance and progress; sometimes communicates student progress.	Fails to maintain and communicate accurate records of student work, performance and progress.

STANDARD #9 - REFLECTIVE TEACHING/PROFESSIONAL GROWTH

The teacher is a reflective practitioner who evaluates the effects of his or her choices and actions on others and seeks opportunities to grow professionally.

A. The teacher uses classroom observation, information about students, as well as theories and research as bases for reflection on teaching and learning and for revising practice.

DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
Makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, using specific classroom observation, information about students and research as a basis for reflection and revision.	Makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment	Has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Fails to examine teaching; misjudges whether lessons were effective or achieved their goals.

B. The teacher seeks out professional literature, colleagues, and other resources including technology resources to support his/her own professional development as a learner and a teacher.

Consistently utilizes professional literature, colleagues, and other resources in his/her development as a learner and teacher.	Seeks out professional literature, colleagues, or other resources to support professional development as a learner and teacher.	Uses some resources to support professional development.	Engages in little or no professional development activities to enhance learning and teaching.

C. The teacher draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas.

Works actively and cooperatively with colleagues and other professionals to enhance reflection, problem-solving and new ideas beyond the classroom setting.	Utilizes colleagues within the school as supports for reflection, problem-solving and new ideas.	Occasionally seeks out colleagues within the school as supports for reflection, problem-solving and new ideas.	Fails to work with colleagues or other professionals to support reflection and problem-solving.

D. The teacher exhibits professionalism (e.g., attendance, dress, confidentiality and ethical and legal behavior).

Behaves as an exemplary professional (ethical and legal behavior, attendance, dress, etc.).	Exhibits professionalism (ethical and legal behavior, attendance, dress, etc.).	Is inconsistent in professional behavior in regard to ethical and legal behavior, attendance, dress, etc.	Behaves in an unprofessional manner in regard to ethical and legal behavior, attendance, dress, etc.

STANDARD #10 - PROFESSIONAL RELATIONSHIPS

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

A. The teacher collaborates with parents, counselors, and other professionals in the school and community to understand students' lives outside school, promote student learning, solve problems and make decisions to ensure student success.			
DISTINGUISHED	**PROFICIENT**	**BASIC**	**UNSATISFACTORY**
Actively fosters relationships with school colleagues, parents and community agencies to understand students, solve problems and make decisions that promote student success.	Collaborates with school colleagues, parents and community agencies to understand students, solve problems and make decisions that promote student success	Sometimes cooperates with school colleagues, parents and community agencies to understand students, solve problems and make decisions that promote student success.	Is unaware of the need or fails to cooperate with school and community members and agencies.
B. The teacher takes a proactive stance regarding promotion of student well being, prevention of violence and making the school a safe and productive learning environment.			
Creates opportunities to promote student well being, prevent school violence and make the school environment safe and productive.	Participates in opportunities to promote student well being, prevent violence, and make the school environment safe and productive.	Sometimes participates in opportunities to promote student well being, prevent violence, and make the school environment safe and productive.	Fails to recognize or participate in opportunities to promote student well being, prevent violence, and make the school environment safe and productive.
C. The teacher identifies and uses community resources to enhance student learning and provide opportunities for students to explore career opportunities.			
Creatively integrates community resources into the instructional program to enhance student learning and provide opportunities for students to explore career opportunities.	Utilizes community resources to enhance student learning and provide opportunities for students to explore career opportunities.	Finds and utilizes some resources that enhance student learning and provide opportunities for students to explore career opportunities.	Is unaware of or fails to utilize community resources to enhance student learning and provide opportunities for students to explore career opportunities.
D. The teacher is sensitive and responsive to clues of distress among students; acts as an advocate for students, investigating situations, and seeking outside help to remedy problems if needed and appropriate.			
Is sensitive to clues of distress among students; actively advocates for students by fostering investigation of situations and seeking school, family, or community help as appropriate.	Notices clues of distress among students; serves as an advocate for students, fostering investigation of situations and seeking outside help when appropriate.	Inconsistently notices clues of distress; sometimes serves as an advocate for students and seeks outside help when appropriate.	Is unaware of clues of distress among students or fails to act in their behalf by investigating and seeking help.

05-17-04

Performance Task Totals Fall 2004

Total	Task	Excellent	Good	Satisfactory	Unsatisfactory
137	Case Study	97	20	15	5
75	Lesson Plan	47	11	14	3
79	Research Critique	53	24	0	2
110	Lesson Plan with Technology	79	25	5	1
26	Unit Plan	19	7	0	0
102	Management Plan	52	26	23	1
77	Diversity Tutoring Project	55	16	4	2
97	Teaching and Learning Belief Statement	35	41	20	1
703	Grand Total	437	170	81	15

Performance Task Totals Spring 2005

Total	Task	Excellent	Good	Satisfactory	Unsatisfactory
81	Case Study	63	13	3	2
46	Lesson Plan	14	19	10	3
124	Research Critique	100	19	3	2
106	Lesson Plan with Technology	66	24	9	7
17	Unit Plan	15	2	0	0
102	Management Plan	70	26	6	0
67	Diversity Tutoring Project	50	12	3	2

106	Teaching and Learning Belief Statement	56	34	16	0
649	Grand Total	434	149	50	16

Performance Task Totals
Fall 2005

Total	Task	Excellent	Good	Satisfactory	Unsatisfactory
159	Case Study	98	27	28	6
61	Lesson Plan	28	23	9	1
111	Research Critique	97	6	0	8
145	Lesson Plan with Technology	114	18	2	11
21	Unit Plan	20	1	0	0
108	Management Plan	85	19	2	2
75	Diversity Tutoring Project	43	21	10	1
109	Teaching and Learning Belief Statement	71	35	3	0
789	Grand Total	556	150	54	29

Performance Task Totals
Spring 2006

Total	Task	Excellent	Good	Satisfactory	Unsatisfactory
83	Case Study	50	20	10	3
39	Lesson Plan	11	16	12	0

55	Research Critique	26	24	5	0
111	Lesson Plan with Technology	77	23	5	6
19	Unit Plan	16	2	1	0
67	Management Plan	45	13	6	3
49	Diversity Tutoring Project	38	9	2	0
73	Teaching and Learning Belief Statement	30	37	5	1
496	Grand Total	293	144	46	13

Evaluation Results for Student Teacher Certification
Student Teaching Scores by School Level
Fall 2004-Spring 2005
Elementary N =194 Middle N = 38 High N = 232

Standard	Rate	Elementary		Middle		High		Blanks	
		N	%	N	%	N	%	N	%
Content	Distinguished	118	60.8	23	60.5	123	53.0		
	Proficient	70	36.1	15	39.5	94	40.5		
	Basic	6	3.1			15	6.5		
	Unsatisfactory								
Human Development	Distinguished	116	59.8	23	60.5	126	54.3		
And Learning	Proficient	76	39.2	15	39.5	90	38.8		
	Basic	2	1.0			16	6.7		
	Unsatisfactory								
Diverse Learners	Distinguished	108	55.7	19	50.0	118	50.9		
	Proficient	82	42.3	18	47.4	96	41.4		
	Basic	4	2.0	1	2.6	18	7.8		
	Unsatisfactory								
Instructional Strategies	Distinguished	118	60.8	19	50.0	121	52.2		
	Proficient	70	36.1	19	50.0	90	38.8		
	Basic	5	2.6			21	9.0		
	Unsatisfactory	1	0.5						
Learning Environment	Distinguished	123	63.4	27	71.1	127	54.7		
	Proficient	63	32.5	10	26.3	89	38.4		
	Basic	7	3.6	1	2.6	16	6.7		
	Unsatisfactory	1	0.5						

Evaluation Results for Student Teacher Certification
Student Teaching Scores by School Level
Fall 2004-Spring 2005
Elementary N =194 Middle N = 38 High N = 232

Standards	Rate	Elementary		Middle		High		Blanks	
		N	%	N	%	N	%	N	%
Communication	Distinguished	121	62.4	20	52.6	124	53.4	1	2.6
	Proficient	68	35.0	17	44.7	89	38.4		
	Basic	5	2.6			17	7.3	2	1.0
	Unsatisfactory								
Planning	Distinguished	119	61.3	20	52.6	130	56.0		
	Proficient	69	35.6	17	44.7	85	36.6		
	Basic	6	3.1	1	2.6	16	6.7	1	1.0
	Unsatisfactory								
Assessment	Distinguished	87	44.8	13	34.2	104	44.8		
	Proficient	102	52.6	25	65.8	111	47.8		
	Basic	5	2.6			15	6.5		
	Unsatisfactory								
Professional Growth/	Distinguished	137	70.6	21	55.3	135	58.2		
Reflective Teaching	Proficient	49	25.3	16	42.1	81	34.9		
	Basic	8	4.1	1	2.6	16	6.7		
	Unsatisfactory								
Professional	Distinguished	140	72.2	22	57.9	111	47.8		
Relationships	Proficient	48	24.7	15	39.5	103	44.4		
	Basic	6	3.1	1	2.6	18	7.8		
	Unsatisfactory								

Evaluation Results for Student Teacher Certification
Student Teaching Scores by School Level
Fall 2005-Spring 2006
Elementary N = 166 Middle N = 13 High N = 184

Standard	Rating	Elementary		Middle		High		Blanks	
		N	%	N	%	N	%	N	%
Content	Distinguished	108	65.1	10	76.9	105	57.1		
	Proficient	55	33.1	3	23.1	73	39.7		
	Basic	3	1.8			6	3.3		
	Unsatisfactory								
Human Development	Distinguished	118	71.1	9	69.2	94	51.1		
And Learning	Proficient	47	28.3	4	30.8	86	46.7		
	Basic	1	0.6			4	2.2		
	Unsatisfactory								
Diverse Learners	Distinguished	110	66.3	10	76.9	88	47.8		
	Proficient	53	31.9	2	15.4	86	46.7		
	Basic	3	1.8	1	7.7	8	4.3	2	1.1
	Unsatisfactory								
Instructional Strategies	Distinguished	116	69.9	9	69.2	90	48.9		
	Proficient	47	28.3	4	30.8	83	45.1		
	Basic	3	1.8			10	5.4	1	7.7
	Unsatisfactory								
Learning Environment	Distinguished	122	73.5	7	53.8	109	59.2		
	Proficient	42	25.3	6	46.2	69	37.5		
	Basic	2	1.2			6	3.3		
	Unsatisfactory								

Evaluation Results for Student Teacher Certification
Student Teaching Scores by School Level
Fall 2005-Spring 2006
Elementary N =166 Middle N = 13 High N = 184

Standard	Rating	Elementary		Middle		High		Blanks	
		N	%	N	%	N	%	N	%
Communication	Distinguished	119	71.7	9	69.2	101	54.9		
	Proficient	43	25.9	4	30.8	78	42.4		
	Basic	4	2.4			5	2.7		
	Unsatisfactory								
Planning	Distinguished	97	58.4	9	69.2	106	57.6		
	Proficient	63	38.0	3	23.1	72	39.1		
	Basic	6	3.6	1	7.7	6	3.3		
	Unsatisfactory								
Assessment	Distinguished	91	54.8	4	30.8	86	46.7		
	Proficient	73	44.0	4	30.8	92	50.0		
	Basic	2	1.2	1	7.7	6	3.3		
	Unsatisfactory								
Professional Growth/	Distinguished	135	81.3	11	84.6	110	59.8		
Reflective Teaching	Proficient	27	16.3	2	15.4	70	38.0		
	Basic	4	2.4			4	2.2		
	Unsatisfactory								
Professional	Distinguished	114	68.7	10	76.9	89	48.4		
Relationships	Proficient	48	28.9	3	23.1	87	47.3		
	Basic	4	2.4			8	4.3		
	Unsatisfactory								

Table 18: Praxis II Content Test Scores from the Title II Higher Education Report: 2003-2005

Content Specialization	Total Completers/Years	# of Candidates taking test and % passing on	
		First Attempt	Best Attempt
Elementary Education K-6	109/04-05	99/90.8%	10/9.2%
Elementary Education K-6	84/03-04	73/86.9%	11/13.1%
Early Education PreK-K	39/04-05	39/100%	
Early Education PreK-K	41/03-04	41/100%	

APPENDIX C:

Use of Data for Program Improvement

Marshall University
Assessment of Student Outcomes: Component/Course/Program Level
Component Area/Program/Discipline:_____Year:_____

B.A. in Elementary Education: 2004-2006

Component / Course / Program Level					
Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
Standard for Teacher Certification 1: Content Knowledge	Office of Clinical Experiences	STC Evaluation Form	Distinguished, Proficient, Basic	97.6% Distinguished or Proficient	Added specific method courses
Standard for Teacher Certification 7: Planning	Office of Clinical Experiences	STC Evaluation Form	Distinguished, Proficient, Basic	96.7% Distinguished or Proficient	Lesson Planning form and unit planning form distributed for all professional education courses
Portfolio and Oral Capstone	Office of Clinical Experiences	Evaluation Form	1 to 4 with 4 being the highest	PF Mean: 3.81 Oral Capstone Mean: 3.71	Committee is creating a rubric for evaluation of candidate performance
Performance Tasks	Faculty	Rubrics	1 to 4 with 4 being the highest	Majority of students are Distinguished or Proficient. See Appendix B for data.	None at present time

Instructions: Under student outcomes (Column I) please list the most current student outcomes/competencies to be demonstrated by your graduates. These should be in your assessment plan.

(Column II) Person/office responsible: If someone specific has been designated to collect the various pieces of evidence, please list their names in this column.

(Column III) assessment Tool or Approach: Here you will need to designate the assessment measures you are using to assess the particular outcome. Measures/tools may include term papers, parts of essay tests, internship results; class projects; objective tests; standardized/normed or other licensure tests, or a variety of other measures that may indicate competence in a particular objective.

(Column IV) Standards/Benchmark: Here you may indicate a particular set of standards you have set for completion or if you are developing benchmarks, please indicate what those are. If you are using a national test, what are the indicators of competence. This also pertains to BOT initiative #3 which asks us to measure students against some national standard.

(Column V) Results/Analysis: Indicate what the results were utilizing the assessment tool/ measure and applying it against the benchmarks set. Please be fairly specific here, provide relevant data and a brief analysis.

(Column VI) Action Taken: Indicate any action taken based on the results/analysis you have completed.; December 21, 2004 (3:17 P.M.) Document 4

Form borrowed in part from Oakton Community College, Des Plaines, IL 60016

Prepared by the Office of Program Review and Assessment, Office of Academic Affairs, Marshall University, Huntington, WV 25755-2003

UTILIZATION OF ASSESSMENT DATA FOR PROGRAM IMPROVEMENT IN INITIAL PROGRAMS (1999-2006)

Program Action	Assessment System Data/Information Informing Action
CISP 422 added for all candidates – fall, 2006	WVDE mandate need for more assistance to students in how to differentiate instruction
Oral Capstone Presentation	Marshall Plan Grammar, speech, and hearing check Encourage candidate analysis and interpretation
UPLICITE became a formal committee	Strengthen working with arts and sciences faculty Structure an informal relationship Emphasis on content
More field experiences – added 20 hours to CI 343/446, increased EDF 270 from 20 to 35 hours, Fall, 2006	NCATE and SPA standards WV Quality Teaching Report Candidate feedback
Clinical rubrics created	Input from professional community* Clarification of meaning of Standards for Teacher Certification Commitment to performance-based assessment Change in evaluation forms
Raised teacher education standards	PPST data Educational Testing Service data Leadership Team discussions Professional community input
Changes in mathematics programs – changed from requiring MTH 121 to MTH 127 or higher, Fall, 2006	Strengthen mathematics content NCTM State Math Taskforce University Math Taskforce IMPACT action group composed of professional community
Changes in social studies program	Strengthen social studies content NCSS Input from arts and sciences faculty
Changes in science program	Strength science content NSTA Input from arts and sciences faculty
Implement performance tasks	Commitment to performance-based assessment NCATE assessment changes Track candidate progress through program
Increased hours in Level II Clinical Experience	WV Quality Teaching report National call for more clinical hours and emphasis on performance

	Professional community input Candidate feedback
Added classroom assessment course	Assessment scores on evaluation forms Lack of candidate understanding of assessment processes Input from professional community
Changed portfolio requirement	Reflect on P-12 learning Commitment to performance-based assessment Candidate work sample workshops Emphasis on factors to enhance P-12 learning
Added Birth-PreK/Preschool Special Needs	Emphasis on early childhood Input from professional community Need in southern West Virginia
Created technical standards	Clarification of teacher responsibilities in the classroom Information for candidates about what a teacher should know and be able to do
Created Admission and Retention Policy	Number of student appeals Informal decisions Need to structure unit practice
Changed to Elementary Education K-6 Comprehensive	Response to WVDE policies SPA standards Input from professional community Input from candidates
Content specific methods	Input from professional community Candidate input SPA standards

* Professional community is defined as all stakeholders in the preparation of teachers including EPPAC, arts and sciences, P-12 personnel, education faculty, and candidates.