

Master of Arts in Teaching  
Annual Assessment Report  
Fall 2006

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# MASTER OF ARTS IN TEACHING PROGRAM

## ANNUAL ASSESSMENT REPORT

Fall 2006

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MAT Coordinator  
Graduate School of Education & Professional Development

### **Program Description**

The Master of Arts in Teaching (MAT) Program is an alternative means for college graduates with degrees in liberal arts, fine arts, business and professional fields to attain teacher licensure. The program provides the professional education courses and clinical experiences, including student teaching, necessary to prepare individuals for teaching in a specific content area in grades PreK-Adult, 5-Adult or 9-Adult. The MAT program does not offer licensure in Elementary Education or Special Education. (An endorsement in Special Education may be added after the initial license in a content area is earned). See Appendix D for student demographics.

### **I. Assessment Activities:**

#### **A. Program Goals:**

The goals of the Master of Arts in Teaching Program are to:

1. Provide a quality program that addresses current and established research, best practice, and the skills of problem solving, critical thinking, and reflection to prepare education personnel for initial licensure;
2. Collaborate with other institutions, agencies, and school systems to provide optimal educational and clinical experiences in the preparation of reflective classroom practitioners;
3. Utilize innovative instructional models, service delivery, and support systems, integrating technology where applicable in program delivery;
4. Demonstrate a commitment to cultural diversity and social justice.

#### **B. Learning Outcomes/Data Collection:**

Students completing the MAT Program will be able to:

1. Demonstrate the knowledge, skills and dispositions necessary to function effectively as classroom teachers within the social setting of the school and community;

Data Collection: In addition to course related assessments, performance assessments are completed in each of the three field-based clinical experiences that include standards on content knowledge, instructional strategies (teaching skills) and learning environment. Each standard is rated as Mastery, Partial Mastery, Emerging, or Unsatisfactory in Clinical I

and II and as Distinguished, Proficient, Basic or Unsatisfactory in Clinical III, Student Teaching. Analyses of the ratings related to content knowledge, instructional strategies and learning environment indicate that our candidates are performing in the top two categories for each of these standards in all clinical experiences.

Candidate Dispositions and Professional Behaviors are assessed Clinical I and Clinical II in eight areas and rated as satisfactory, needs work or unsatisfactory. Analyses of the ratings indicate that candidates are performing at the satisfactory level in all eight areas.

See performance assessments and rubrics in Appendix C.

2. Reflect upon and evaluate their ability to teach in terms of teacher-student interactions, developmental characteristics of students, and the influence of student diversity in planning, implementing and evaluating instruction;

Data Collection: In addition to course related assessments, performance assessments are completed in each of the three field-based clinical experiences that include standards on human development and learning, diverse learners, planning and assessment. Each standard is rated as Mastery, Partial Mastery, Emerging, or Unsatisfactory in Clinical I and II and as Distinguished, Proficient, Basic or Unsatisfactory in Clinical III, Student Teaching.

Analyses of the ratings related to human development and learning, diverse learners, planning and assessment indicate that our candidates are performing in the top two categories on all four standards in all clinical experiences.

Candidates also complete a portfolio in Clinical III that requires them to develop a unit of instruction with an assessment plan and to analyze contextual factors and student learning. The findings are then presented in an oral capstone presentation. The unit of instruction, portfolio and capstone presentation are each assessed using a rubric. Candidates must achieve a minimum level of competency on each rubric to receive credit for Clinical III. All candidates passed each of the evaluations.

3. Effectively use assessment, technology and communication tools in planning, implementing and evaluating teaching and learning; and

Data Collection: In addition to course related assessments, performance assessments are completed in each of the three field-based clinical experiences include standards on assessment, planning, instructional strategies that include using technology, and communication. Each standard is rated as Mastery, Partial Mastery, Emerging, or Unsatisfactory

in Clinical I and II and as Distinguished, Proficient, Basic or Unsatisfactory in Clinical III, Student Teaching.

Analyses of the ratings related to assessment, planning, instructional strategies and communication indicate that our candidates are performing in the top two categories on all four standards in all clinical experiences.

4. Demonstrate self-direction towards becoming an independent, self-confident professional with a commitment to continued professional growth and development and lifelong learning.

Data Collection: The performance assessments completed in each of the three field-based clinical experiences include standards on reflective teaching/professional growth and professional relationships. Each standard is rated as Mastery, Partial Mastery, Emerging, or Unsatisfactory in Clinical I and II and as Distinguished, Proficient, Basic or Unsatisfactory in Clinical III, Student Teaching.

Analyses of the ratings related to becoming an independent, self-confident professional indicate that our candidates are performing in the top two categories on both standards for all clinical experiences.

### C. Results

Analyses of the individual items on the performance assessments, portfolio, capstone presentation and unit plan rubrics, and the candidate dispositions and professional behavior items related to each of the learning outcomes indicate that MAT candidates are overwhelmingly performing at the upper levels in every category.

See Appendix A for Assessment Summary Chart.

#### Clinical Experiences

There are three clinical experiences in the MAT program, EDF 537 a 20 hour clinical experience, EDF 637 a 60 hour clinical experience, and EDF 677 a full semester of student teaching experience. Clinical experiences are completed in public schools; therefore, they are not usually done in the summer due to the limited number of appropriate placement sites.

	EDF 537	EDF 637	EDF 677
Fall 2005	50	37	30
Spring 2006	28	41	54

## II. BOT Initiative #3: Not required for graduate programs.

### III. Plans for Current Year:

The assessment plan that includes six major assessment points and the assessment instruments in place for the MAT program is comprehensive and very effective, thus no significant changes in our assessment strategies are planned during this year. Our biggest challenge is designing a data base that will allow for the easy entry of data and the extraction of data for analyses. One related item that must be done this year is to establish a data base that will allow us to analyze individual standards/ratings related to each of the four learning outcomes more efficiently.

The six candidate assessment checkpoints include:

Assessment Point 1 – Admission to the Program

Assessment Point 2 – Initial Coursework and Clinical I

Assessment Point 3 – Coursework and Clinical II

Assessment Point 4 – Clinical III

Assessment Point 5 – Capstone Experience and Comprehensive Examination  
Prior to Exiting Clinical Practice

Assessment Point 6 – Completion of the Program

The certification only courses in the MAT program were identified and filed as a Post Baccalaureate (Post Bac) Certification Program with the West Virginia Department of Education (WVDE) in fall 2004. The program was approved and implemented during the spring 2005. In spring 2006, the WVDE issued new requirements regarding initial licensure programs that consequently required substantial changes in the Post Baccalaureate Certification Program. The new criteria require three hours of reading and six hours of special education to be included in any initial licensure program. The Post Bac program was changed from an 18 hour program to a 24 hour program to meet the new mandates. One course was eliminated from the original Post Bac program and the three required courses in reading and special education were added to the program. The program was refiled in June 2006 and approved for implementation beginning July 1, 2006.

To keep the Post Bac Program aligned with the MAT program, changes had to be made in all three developmental levels of the MAT program. This alignment allows students to move seamlessly from the Post Bac Program, a professional development program, into the MAT degree program.

A second item that we must work on this year is to work with students currently enrolled in the MAT program to analyze their original Plan of Study against the new Plan of Study so they can make an informed decision about staying with their current plan of study versus changing to the new plan. Obviously students in the 18 hour Post Bac program are not asking for an evaluation to help them to determine if they want to move into the new 24 hour program, but many MAT students are asking for such an evaluation. The new Plans of Study require an

assessment or evaluation course, the extra special education course and some options between courses that did not exist in the old program. One reading course and one special education course were already included in the Plan of Study for the MAT program.

Please see Appendix B for MAT and Post Baccalaureate Plans of Study.

**IV. Assistance Needed:**

Technical assistance will be need to help establish a data base that will allow us to extract and analyze the data for each standard on the clinical performance assessments, the ratings on the portfolio, unit and capstone presentation rubrics, and the candidate dispositions and professional behaviors. Clerical help will also be needed to maintain the data base each semester.

**V. What one most important thing has the program learned through this process?**

The program has evidence that we have a good assessment plan in place, the analyses of key assessment points clearly indicate that our candidates are meeting the standards set for initial licensure as teachers.

**Appendix A**  
**MARSHALL UNIVERSITY**  
**Assessment Summary Chart of Student Outcomes: Component/Course/Program Level**

**Component Area/Program/Discipline:** Master of Arts in Teaching **Fall 2006**

Component / Course / Program Level					
Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
1. Demonstrate the knowledge, skills and dispositions necessary to function effectively as classroom teachers within the social setting of the school and community.	Faculty University and Public School Supervisors	Praxis I  Various course assessments  Performance assessments in clinical experiences, EDF 537, 637, and EDF 677 (student teaching)  Unit Plan, Portfolio and Capstone Presentation Rubrics  Comprehensive Examination	-3.0 GPA Graduate -2.70 GPA Content Specialization -2.70 GPA Overall  Passing scores on Praxis I subtests in reading, writing, and math  Successful completion of all coursework and clinical experiences Including the portfolio and capstone experience  Passing score on program comprehensive examination	All graduates have successfully completed the Praxis I requirement, required coursework, clinical experiences, and comprehensive examination, and maintain the required GPAs  The growing number of MAT students has created the need for a more efficient administration, scoring and analyses of the comprehensive examination.	In Spring 2006, faculty who teach courses in the MAT program were asked to create a multiple choice test bank of questions for their individual courses. The test banks were then loaded into the examination tool in VISTA or WebCT. MAT students now take their comprehensive examination online with randomly generated questions for each class in their plan of study. Individual results are available immediately and item analysis reports, course analysis reports and whole group and individual analysis are readily available once the exam has been completed by all students..

<p>2. Reflect upon and evaluate their ability to teach in terms of teacher-student interactions, developmental characteristics of students, and the influence of student diversity in planning, implementing and evaluating instruction.</p>	<p>Faculty University and Public School Supervisors</p>	<p>Rubric guided assessments in all clinical experiences</p> <p>Assignments in EDF 537 and 637, MAT Level I and Level II Clinical Experiences</p> <p>Student teaching portfolio and capstone presentation</p> <p>Unit and Lesson plans</p> <p>Teaching demonstrations within courses</p> <p>Comprehensive Examination</p>	<p>Successful completion of all clinical experiences and capstone experiences</p> <p>Successful completion of all required courses</p>	<p>Examination of clinical data indicate high level of mastery.</p> <p>The rubrics and assessment forms based on the INTASC Standards used in the clinical experiences add a higher level of consistency to the assessment process.</p> <p>The original data based created to organize the data from the performance assessments does not allow for all the analyses desired.</p>	<p>Seeking help on designing a new data base.</p>
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<p>3. Effectively use assessment, technology and communication tools in planning, implementing and evaluating teaching and learning.</p>	<p>Faculty University and Public School Supervisors</p>	<p>Course assignments Rubric guided assessment of all clinical experiences Unit plan, portfolio and capstone presentation rubrics Comprehensive Examination</p>	<p>Successful completion of all coursework Successful completion of all clinical experiences Successful completion of comprehensive examination</p>	<p>A new computer based Comprehensive Examination would allow for easier administration, scoring and analyses. This would also align the comprehensive exam format with the format of the Praxis II – Principles of Learning and Teaching (PLT). The PLT is required for licensure. This format also allows for assessing every course in the student's Plan of Study.  The Unit Plans, Portfolios and Capstone Presentations are effective assessments of this learning outcome.</p>	<p>Computer based comprehensive examination was implemented Spring 2006.  Effective Fall 2005, a power point presentation is required in the capstone presentation.</p>
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<p>4. Demonstrate self-direction towards becoming an independent, self-confident professional with a commitment to continued professional growth and development and lifelong learning.</p>	<p>Faculty University and Public School Supervisors</p>	<p>Student teaching portfolios and capstone presentations</p> <p>Student teaching observations and evaluations</p> <p>Program coursework</p>	<p>Successful completion of student teaching and program coursework</p>	<p>All teacher candidates work closely under the direct supervision of one or more public school teacher during their 15-week student teaching experience. They are also observed numerous times by a university supervisor. Analyses of the ratings on the performance assessments for Clinical III clearly indicate a high level of proficiency of the teacher candidates.</p>	<p>All MAT and Post Bac candidates present a professional portfolio as part of the Capstone Experience. The portfolio and presentation are assessed using a rubric.</p>
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Appendix B

Plans of Study

MAT for Grades Prek-Adult  
MAT for Grades 5-Adult  
MAT for Grades 9-Adult  
Post Baccalaureate Certification Program



**PLAN OF STUDY: Secondary Education  
SPECIALIZATION: MAT (5-Adult)**

NAME: \_\_\_\_\_ MUID: \_\_\_\_\_ EMAIL: \_\_\_\_\_  
 ADDRESS: \_\_\_\_\_ TELEPHONE: Home \_\_\_\_\_ Work \_\_\_\_\_  
 \_\_\_\_\_ Cell \_\_\_\_\_  
 Projected Date of Graduation: \_\_\_\_\_

The purpose of this plan of study is to outline the courses and clinical experiences needed to complete the MAT degree program. Please note the following items requirements:

1. Coursework included as a part of the plan of study must not be older than seven years at the time of graduation.
2. Students must initiate application for graduation by the published deadline in the semester they expect to graduate.
3. Failure to return the signed Plan of Study within 30 days will automatically indicate acceptance of the Plan of Study.
4. Students seeking licensure must pass the appropriate PRAXIS licensure exam.
5. All coursework that students wish to transfer in to the Plan of Study from other institutions must be approved by Marshall University.

<b>FOUNDATION COURSES (12 hrs)</b>		<b>Course Name</b>	<b>Sem/Yr</b>	<b>Grade</b>	<b>Hours</b>	<b>Remarks</b>
EDF 621 or EDF 625	Educational Research & Writing <b>OR</b> Qualitative Research in Education		Fall, Spr, Smr		3	
EDF 660 or EDF 665 or EDF 615	Philosophy of Education <b>OR</b> Sociology of American Schools <b>OR</b> History of Education in the United States		Fall, Spr, Smr		3	
*EDF 616 or *EDF 619 & *EDF 537	Advanced Studies in Human Development <b>OR</b> Educational Psychology <b>AND</b> MAT Level I Clinical with EDF 616 or EDF 619		Fall, Spr, Smr		3 0	EDF 537 – Fall or Spring Only
*EDF 612 or *EDF 535	Educational Evaluation <b>OR</b> Classroom Assessment		Fall, Spr, Smr		3	

<b>CURRICULUM &amp; INSTRUCTION (24 hrs)</b>		<b>Course Name</b>	<b>Sem/Yr</b>	<b>Grade</b>	<b>Hours</b>	<b>Remarks</b>
CI 501	Middle Childhood Curriculum		Fall, Spr, Smr		3	
CI 503	Methods & Materials of Teaching MC Grades		Fall, Spr, Smr		3	
*CI 515 and *EDF 637	Integrated Methods in Secondary Education <b>OR</b> Specialized Methods (see advisor) <b>AND</b> MAT Level II Clinical to accompany CI 515		Fall, Spring		3 0	CI 515 and EDF 637 – Fall or Spring Only
CI 624	Advanced Instructional Strategies		Fall, Spr, Smr		3	
*CISP 510	Introduction to Instruction Practices/Exceptional Children		Fall, Spr, Smr		3	
*CISP 521	Children with Exceptionalities		Fall, Spr, Smr		3	
*CIRG 644	Literacy in the Content Area		Fall, Spr, Smr		3	
*CIEC 530 or *CIEC 534 or *CIEC 600 or *CIEC 660	Computer Software and Methodology in Ed. <b>OR</b> Application Software in Clssrm Curr. Area <b>OR</b> Computing & Instructional Design <b>OR</b> Using Computers to Improve Inst. in Classroom		Fall, Spr, Smr		3	

<b>SUPERVISED STUDENT TEACHING (3 hrs)</b>		<b>Course Name</b>	<b>Sem/Yr</b>	<b>Grade</b>	<b>Hours</b>	<b>Remarks</b>
*EDF 677	MAT Level III Clinical (Student Teaching)		Fall, Spring		3	EDF 677 - Fall or Spring Only

**COMPREHENSIVE EXAMINATION**

**TOTAL HOURS 39**

\_\_\_\_\_  
Student Date  
 \_\_\_\_\_  
Program Director Date

\_\_\_\_\_  
Advisor Date  
 \_\_\_\_\_  
Dean Date

\*Courses required for Certification

July 1, 2006

**PLAN OF STUDY: Secondary Education  
SPECIALIZATION: MAT (9-Adult)**

NAME: \_\_\_\_\_ MUID: \_\_\_\_\_ EMAIL: \_\_\_\_\_  
 ADDRESS: \_\_\_\_\_ TELEPHONE: Home \_\_\_\_\_ Work \_\_\_\_\_  
 \_\_\_\_\_ Cell \_\_\_\_\_  
 Projected Date of Graduation: \_\_\_\_\_

The purpose of this plan of study is to outline the courses and clinical experiences needed to complete the MAT degree program. Please note the following items requirements:

1. Coursework included as a part of the plan of study must not be older than seven years at the time of graduation.
2. Students must initiate application for graduation by the published deadline in the semester they expect to graduate.
3. Failure to return the signed Plan of Study within 30 days will automatically indicate acceptance of the Plan of Study.
4. Students seeking licensure must pass the appropriate PRAXIS licensure exam.
5. All coursework that students wish to transfer in to the Plan of Study from other institutions must be approved by Marshall University.

<b>FOUNDATION COURSES (12 hrs)</b>		<b>Course Name</b>	<b>Sem/Yr</b>	<b>Grade</b>	<b>Hours</b>	<b>Remarks</b>
EDF 621 or EDF 625	Educational Research & Writing <b>OR</b> Qualitative Research in Education		Fall, Spr, Smr		3	
EDF 660 or EDF 665 or EDF 615	Philosophy of Education <b>OR</b> Sociology of American Schools <b>OR</b> History of Education in the United States		Fall, Spr, Smr		3	
*EDF 616 or *EDF 619 & *EDF 537	Advanced Studies in Human Development <b>OR</b> Educational Psychology <b>AND</b> MAT Level I Clinical with EDF 616 or EDF 619		Fall, Spr, Smr		3 0	EDF 537 – Fall or Spring Only
*EDF 612 or *EDF 535	Educational Evaluation <b>OR</b> Classroom Assessment		Fall, Spr, Smr		3	

**CURRICULUM & INSTRUCTION (24 hrs)**

*CI 515 <b>and</b> *EDF 637	Integrated Methods in Secondary Education <b>OR</b> Specialized Methods (see advisor) <b>AND</b> MAT Level II Clinical to accompany CI 515		Fall, Spring		3 0	CI 515 and EDF 637 – Fall or Spring Only
CI 624	Advanced Instructional Strategies		Fall, Spr, Smr		3	
CI 549	Instruction and Classroom Management in Secondary Schools		Fall, Spr, Smr		3	
*CISP 510	Introduction to Instruction Practices/Exceptional Children		Fall, Spr, Smr		3	
*CISP 521	Children with Exceptionalities		Fall, Spr, Smr		3	
*CIRG 644	Literacy in the Content Area		Fall, Spr, Smr		3	
*CIEC 500 or *CIEC 534 or *CIEC 600 or *CIEC 660	Computer Software and Methodology in Ed. <b>OR</b> Application Software in Clssrm Curr. Area <b>OR</b> Computing & Instructional Design <b>OR</b> Using Computers to Improve Inst. In Classroom		Fall, Spr, Smr		3	
EDF or CI	Elective – Needs Advisor Approval		Fall, Spr, Smr		3	

**SUPERVISED STUDENT TEACHING (3 hrs)**

*EDF 677	MAT Level III Clinical (Student Teaching)	Fall, Spring		3	Fall or Spring Only
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**COMPREHENSIVE EXAMINATION**

**TOTAL HOURS 39**

\_\_\_\_\_  
Student Date  
\_\_\_\_\_  
Program Director Date

\_\_\_\_\_  
Advisor Date  
\_\_\_\_\_  
Dean Date

\*Courses required for Certification

July 1, 2006

**PLAN OF STUDY: Secondary Education  
SPECIALIZATION: Post Baccalaureate Certification Program**

NAME: \_\_\_\_\_ MUID: \_\_\_\_\_ EMAIL: \_\_\_\_\_  
 ADDRESS: \_\_\_\_\_ TELEPHONE: Home \_\_\_\_\_ Work \_\_\_\_\_  
 \_\_\_\_\_ Cell \_\_\_\_\_

The purpose of this plan of study is to outline the courses and clinical experiences needed to complete the Post Baccalaureate Certification Program. Please note the following items requirements:

1. Failure to return the signed Plan of Study within 30 days will automatically indicate acceptance of the Plan of Study.
2. Students seeking licensure must complete all content course requirements and pass the appropriate PRAXIS licensure exams.
3. All coursework transferred in to the Plan of Study from other institutions must be approved by Marshall University.

<b>FOUNDATION COURSES (6 hrs)</b>		<b>Course Name</b>	<b>Sem/Yr</b>	<b>Grade</b>	<b>Hours</b>	<b>Remarks</b>
EDF 616 or EDF 619 & EDF 537	Advanced Studies in Human Development <b>OR</b> Educational Psychology <b>AND</b> MAT Level I Clinical with EDF 616 or EDF 619	Fall, Spr, Smr		3	EDF 537 – Fall or Spring Only	
				0		
EDF 612 or EDF 535	Educational Evaluation <b>OR</b> Classroom Assessment	Fall, Spr, Smr		3		

<b>CURRICULUM &amp; INSTRUCTION (12 hrs)</b>					
CI 515 <b>and</b> EDF 637	Integrated Methods in Secondary Education <b>OR</b> Specialized Methods (see advisor) <b>AND</b> MAT Level II Clinical to accompany CI 515	Fall, Spring		3	CI 515 and EDF 637 – Fall or Spring Only
				0	
CISP 510	Introduction to Instruction Practices/Exceptional Children	Fall, Spr, Smr		3	
CISP 521	Children with Exceptionalities	Fall, Spr, Smr		3	
CIRG 644	Literacy in the Content Area	Fall, Spr, Smr		3	

<b>TECHNOLOGY (3 hrs)</b>					
CIEC 530 or CIEC 534 or CIEC 600 or CIEC 660	Computer Software and Methodology in Ed. <b>OR</b> Application Software in Clssrm Curr. Area <b>OR</b> Computing & Instructional Design <b>OR</b> Using Computers to Improve Inst. in Classroom	Fall, Spr, Smr		3	

<b>SUPERVISED STUDENT TEACHING (3 hrs) *</b>					
EDF 677	MAT Level III Clinical (Student Teaching)	Fall, Spring		3	EDF 677 - Fall or Spring Only

**TOTAL HOURS 24**

\_\_\_\_\_  
Student Date

\_\_\_\_\_  
Advisor Date

\_\_\_\_\_  
Program Director Date

\_\_\_\_\_  
Dean Date

**\*Please Note: Candidates must have passed the Praxis II content knowledge test prior to student teaching.**

July 1, 2006

## Appendix C

Performance Assessments for Clinical I, II and III  
Portfolio, Capstone Presentation and Unit Rubrics

**EDF 537 - MAT LEVEL I CLINICAL EXPERIENCE**  
**SUPERVISING TEACHER EVALUATION FORM**  
 Graduate School of Education and Professional Development  
 Marshall University

Teacher Candidate \_\_\_\_\_  
 School \_\_\_\_\_  
 Grade Level \_\_\_\_\_

ID Number \_\_\_\_\_  
 Public School Supervisor \_\_\_\_\_  
 Subject area \_\_\_\_\_

**Please rate the student on each of the ten standards according to the following scale.**

**M = Mastery    PM = Partial Mastery    E = Emerging    U = Unsatisfactory    NO=Not Observed**

	<b>STANDARD</b>	<b>M</b>	<b>PM</b>	<b>E</b>	<b>U</b>	<b>NO</b>
<b>Content Knowledge</b>	Demonstrates content knowledge sufficient to tutor students and/or to teach 1-3 simple lessons under the direction of the supervising teacher.					
<b>Human Development and Learning</b>	Demonstrates knowledge of developmental level of students; provides for active involvement of students; initiates involvement with students.					
<b>Diverse Learners</b>	Recognizes the diverse nature of the class and treats all students equitably.					
<b>Instructional Strategies</b>	Uses strategies as assigned and modeled by the teacher that are appropriate for the lessons taught.					
<b>Learning Environment</b>	Uses time effectively; responds to students in appropriate ways, contributes to a positive learning environment.					
<b>Communication</b>	Demonstrates effective verbal and nonverbal communication (including standard English grammar); listens attentively to students and supervising teacher.					
<b>Planning</b>	Uses plans as provided by the supervising teacher when teaching lessons.					
<b>Assessment (if applicable)</b>	Demonstrates ability to assist the teacher with the assessment of student learning.					
<b>Reflective Teaching/ Professional Growth</b>	Demonstrates ability to reflect on his/her strengths and weaknesses and how that performance impacts student learning.					
<b>Professional Relationships</b>	Makes an effort to form positive relationships with the supervising teacher and other school personnel, as appropriate.					

**To receive credit, student must have no more than one unsatisfactory.**

## Dispositions and Professional Behavior

Please rate the student on the following behaviors according to the scale.

S = Satisfactory

NW = Needs work

U = Unsatisfactory

Student Behavior	S	NW	U
<b>Appearance:</b> Student is neat, well-groomed, and dressed appropriately for a school setting.			
<b>Attendance:</b> Student is prompt and regular in attendance. Times absent ____ Times tardy ____			
<b>Attitude:</b> Student's attitude is positive and supportive.			
<b>Behavior:</b> Student behaves in a professional and ethical manner.			
<b>Confidentiality:</b> Student maintains confidentiality concerning student information.			
<b>Flexibility:</b> Student demonstrates flexibility in interactions with students and teacher.			
<b>Following Instructions:</b> Student demonstrates ability and willingness to follow instructions.			
<b>Initiative:</b> Student shows initiative in volunteering to assist in the classroom and/or with students.			

**Please check activities in which this student was engaged:** The student is expected to participate in at least one activity from each column.

\_\_\_\_\_ Tutoring/assisting individual students

\_\_\_\_\_ Participating with students in classroom activities

\_\_\_\_\_ Teaching lesson(s)

\_\_\_\_\_ Working with small groups

\_\_\_\_\_ Assisting with grading, etc.

\_\_\_\_\_ Other \_\_\_\_\_

**Comments:** Please include any comments/commendations/recommendations concerning this student's potential as a teacher. Please address each "unsatisfactory" rating given to this student.

**Please check one:**

\_\_\_\_\_ I recommend that this student be allowed to continue in teacher education.

\_\_\_\_\_ I recommend that the School of Education re-examine this student's potential as a teacher.

\_\_\_\_\_  
Public School Supervisor

\_\_\_\_\_  
Date

**I have read the completed evaluation.**

\_\_\_\_\_  
MAT Level I Teacher Candidate

\_\_\_\_\_  
Date

**EDF 637 – MAT LEVEL II CLINICAL EXPERIENCE  
FINAL EVALUATION FORM**

Marshall University  
Graduate School of Education and Professional Development

Teacher Candidate \_\_\_\_\_ ID Number \_\_\_\_\_  
 School \_\_\_\_\_ Grade Level/Subject area \_\_\_\_\_  
 Public School Supervisor \_\_\_\_\_ University Supervisor \_\_\_\_\_  
 CI 515 Course Instructor \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_

**Please rate the student on each of the ten standards according to the following scale.**

**M = Mastery    PM = Partial Mastery    E = Emerging    U = Unsatisfactory**

**NOTE: Students should be evaluated as teacher candidates who have very little teaching experience, not as experienced teachers.**

	<b>STANDARD</b>	<b>M</b>	<b>PM</b>	<b>E</b>	<b>U</b>
<b>Content Knowledge</b>	Demonstrates knowledge of the content he/she is teaching, uses standards (WV CSOs), and makes learning meaningful.				
<b>Human Development and Learning</b>	Demonstrates ability to vary teaching strategies and materials to meet the developmental needs of students.				
<b>Diverse Learners</b>	Makes appropriate adjustments for diverse learning needs (i.e., cultural, academic, physical, emotional, etc.) and treats students equitably.				
<b>Instructional Strategies</b>	Uses a variety of instructional strategies (i.e., active hands-on learning, critical thinking, questioning techniques, visual organizers, problem solving, performance skills, etc.) including available technology.				
<b>Learning Environment</b>	Manages the learning environment and student behavior to create a climate for learning.				
<b>Communication</b>	Uses effective verbal, nonverbal and media communication techniques (questioning, correct grammar, body language, voice, etc.).				
<b>Planning</b>	Develops complete unit (secondary) and lesson plans (elementary) based on content to be taught, student development, and state standards (WV CSOs).				
<b>Assessment</b>	Applies appropriate assessment strategies to test knowledge/performance and uses assessment data appropriately.				
<b>Reflective Teaching/ Professional Growth</b>	Reflects on and evaluates own performance and how that performance impacts student learning; seeks opportunities to grow professionally.				
<b>Professional Relationships</b>	Fosters professional relationships with the supervisor(s) and other school personnel.				

**To receive credit, student must not have any unsatisfactory marks or no more than 4 emerging marks.**

**A plan of improvement will be given to student if he/she receives 3 or 4 emerging marks.**

## Dispositions and Professional Behavior

Please rate the student on the following behaviors according to the scale.

S = Satisfactory

NW = Needs work

U = Unsatisfactory

Student Behavior	S	NW	U
<b>Appearance:</b> Student is neat, well-groomed, and dressed appropriately for a school setting.			
<b>Attendance:</b> Student is prompt and regular in attendance. Times absent ____ Times tardy ____			
<b>Attitude:</b> Student's attitude is positive and supportive.			
<b>Behavior:</b> Student behaves in a professional and ethical manner.			
<b>Confidentiality:</b> Student maintains confidentiality concerning student information.			
<b>Flexibility:</b> Student demonstrates flexibility in interactions with students and teacher.			
<b>Following Instructions:</b> Student demonstrates ability and willingness to follow instructions.			
<b>Initiative:</b> Student shows initiative in volunteering to assist in the classroom and/or with students.			

**Comments:** Please include any comments/commendations/recommendations concerning this student's potential as a teacher. Please address each "unsatisfactory" rating given to this student.

	Y	N
This student completed the 60 required hours in the classroom.		
I believe that this student is ready to proceed to student teaching.		

**I certify that I have observed the teacher candidate in a teaching role and agree with the above evaluation.**

\_\_\_\_\_  
Public School Supervisor                      Date

\_\_\_\_\_  
Marshall University Supervisor                      Date

**I have read the completed evaluation.**

\_\_\_\_\_  
Level II Clinical Teacher Candidate                      Date

**Student Teacher Final Evaluation Form**  
**Standards for Teacher Certification**  
**Marshall University**  
**Graduate School of Education and Professional Development**

Please note: Final Evaluation Forms must be completed for each placement.

Student Teacher: \_\_\_\_\_ ID \_\_\_\_\_  
Last First Middle Maiden

Home Address: \_\_\_\_\_

Complete Name of School: \_\_\_\_\_ County: \_\_\_\_\_ State: \_\_\_\_\_

Subject and Grade Level Taught: \_\_\_\_\_ No. of Weeks \_\_\_\_\_

Subject Specialization(s): \_\_\_\_\_ Days Absent \_\_\_\_\_ Times Tardy \_\_\_\_\_

University Supervisor: \_\_\_\_\_ Public School Supervisor \_\_\_\_\_

Summary of Evaluation by Supervisor (s) \_\_\_\_\_ Credit \_\_\_\_\_ No Credit \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_

- D = Distinguished: Student teacher's performance is outstanding, above and beyond what is required.**
- P = Proficient: Student teacher is proficient and will be able to work well independently as a teacher.**
- B = Basic: Student teacher has achieved minimum level of performance, but will need modest assistance and practice in order to grow to full professional competence.**
- U = Unsatisfactory: Student teacher will require significant growth and practice before being eligible for certification.**

**NOTE:** The student teacher must score at least "Basic" on all 10 standards to receive credit.

<b>STANDARD</b>		<b>D</b>	<b>P</b>	<b>B</b>	<b>U</b>
<b>1</b> Content Knowledge	The teacher critically examine the central concepts, tools of inquiry, and structures of the discipline to be taught to make learning meaningful for students; uses standards and West Virginia Instructional Goals and Objectives appropriate to the content.				
<b>2</b> Human Development and Learning	The teacher analyzes how children learn and develop and provides learning opportunities for intellectual, social, and personal development.				
<b>3</b> Diverse Learners	The teacher appraises differences in learning and creates instructional opportunities adapted to diverse learners.				
<b>4</b> 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.				
<b>5</b> 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.				
<b>6</b> Communication	The teacher uses effective verbal, nonverbal, and media communication techniques to cultivate inquiry, collaboration, and supportive interaction in the classroom.				
<b>7</b> Planning	The teacher plans instruction based upon critical understanding of subject matter, students, the community, and the West Virginia Instructional goals and Objectives.				
<b>8</b> Assessment	The teacher examines and applies formal and informal assessment strategies to evaluate learners and to ensure continuous intellectual, social, and physical development.				
<b>9</b> 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.				
<b>10</b> Professional Relationships	The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.				



**SCORING RUBRIC FOR TEACHING UNITS**  
**MASTER OF ARTS IN TEACHING PROGRAM**  
**MARSHALL UNIVERSITY**  
**GRADUATE SCHOOL OF EDUCATION AND PROFESSIONAL DEVELOPMENT**  
**EDF 637 and EDF 677**

ITEMS	3 (Proficient)	2 (Basic)	1 (Not Yet Meeting Standard)
<b>UNIT</b>			
Unit Appearance  Score: _____	Unit is professionally presented, neatly typed or legibly printed, and has very few mechanical errors in spelling, grammar, and/or punctuation.	Unit is basically professional, neatly typed or legibly printed, and contains a few mechanical errors in spelling, grammar, and/or punctuation.	Unit lacks professional look, and/or has several mechanical errors in spelling, grammar, and/or punctuation.
Unit Organization  Score: _____	Unit is well organized. It contains a thorough and appropriate rendering of the ten elements listed in the Performance Task guidelines: <ul style="list-style-type: none"> <li>- unit title</li> <li>- grade level/class</li> <li>- number of days devoted to unit</li> <li>- unit objectives</li> <li>- unit overview</li> <li>- unit introduction</li> <li>- unit assessments</li> <li>- supplementary activities</li> <li>- bibliography</li> <li>- daily lesson plans</li> </ul>	Unit is organized and has 9 of the 10 elements (itemized in first column) present and of sufficient quality.	Unit is not well organized and/or has less than 9 of the 10 elements (itemized in first column) present and of sufficient quality.
<b>Daily Lesson Plans</b>			
Lesson Plan Rationale  Score: _____	Relevance of each daily lesson plan is explained, including a description of why/how that day's proposed instructional methods will achieve the lesson objectives.	Rationale is missing, or has an incomplete description of relevance on one or two plans.	Rationale is missing or has an incomplete description of relevance on three or more plans.
Lesson Plan Goals and Objectives  Score: _____	Each daily lesson plan has a clearly written instructional goal and specific objectives precisely describing what students will know and be able to do at lesson's conclusion.	Goals and objectives are present, but one or more may be either incomplete or poorly worded.	Goals and objectives on two or more lessons are missing; or goals and objectives are not consistent with the learning activities of the lesson.

ITEMS	3 (Proficient)	2 (Basic)	1 (Not Yet Meeting Standard)
Lesson Plan Procedures  Score: _____	Each daily lesson plan contains a concise, complete sequential outline of the day's procedural activities, clearly designed to achieve the stated objectives. Each plan also includes these key components: a lesson introduction, development plan, closure process, and a contingency plan.	Lesson plan procedures are nearly complete. Sequence is poorly articulated; or a combined total of 1-2 key components are either deleted, poorly executed, or rotely repeated.	Lesson plan procedures are incomplete. Sequence is poorly articulated or missing; or a combined total of 3 or more key components are either deleted, poorly executed, or rotely repeated.
Lesson Plan Formative Assessment  Score: _____	Each daily lesson plan contains one or more strategies for teacher assessment of student comprehension.	One lesson plan lacks an appropriate stated mechanism for formative assessment; or one plan contains assessment mechanisms that are inappropriate or rote.	More than one lesson lacks an appropriate stated mechanism for formative assessment; or more than one plan contains assessment mechanisms that are inappropriate or rote.
Lesson Plan Materials, Equipment, Resources  Score: _____	Materials, equipment, etc. needed to complete each daily lesson are clearly and completely listed.	Most of the materials, equipment, etc. needed to complete the lesson are listed.	Few of the materials, equipment, etc. needed to complete the lesson are listed or omissions are critical to day's lesson.
Lesson Plan Modifications for Diverse Learners  Score: _____	Each daily lesson plan indicates that day's specific modifications for various learning styles capabilities, cultures, and/or identified specialties.	One daily plan may contain modifications that are only moderately appropriate or are rote.	More than one daily plan contains modifications that are inappropriate or are rote.
Lesson Plan Reflection/Revision  Score: _____	Teacher consistently demonstrates thoughtful awareness of both the strong and weak components of each lesson and supplies methods for own instructional improvement.	Teacher mostly demonstrates awareness of both strong and weak components of lessons; or mostly supplies methods for own instructional improvement.	Teacher reports on day's activities without speculation about his/her own effectiveness, or fail to provide specific plans for self-improvement.

Total Score: \_\_\_\_\_

25-27 points = Excellent unit

21-24 points = Satisfactory unit

20 points and below = Unacceptable unit (must be redone)

**CAPSTONE PRESENTATION EVALUATION**  
**College of Education and Human Services**  
**Marshall University**

Please indicate below whether the teacher candidate has met each of the standards. Thirteen “yes” scores are needed for a passing grade.

Standard	Yes	Some- what	No
1. Speaks clearly and demonstrates effective use of vocal mechanism in a public, group, or interpersonal interaction.			
• Produces speech sounds intelligible to the listener.			
• Utilizes diction that is not distracting to listener.			
• Utilizes vocal inflection for emphasis and meaning.			
• Adapts volume to the communication situation with appropriate verbal energy.			
2. Constructs a clear and effective message adapted to the perceptual framework of the listener.			
• Identifies the purpose for the presentation and portfolio.			
• Frames the central ideas clearly and concisely and in a logical, organized way.			
• Contextual Factors			
• Brief Description of unit			
• Selected Goal			
• Assessment Strategy(s)			
• Analysis of student learning			
• Self-evaluation of teaching unit			
• Develops coherent main and subordinate ideas in a logical and coherent manner.			
• Selects persuasive supporting material appropriate to the listener and purpose.			
• Utilizes language appropriate for a professional presentation including standard grammar.			
3. Uses nonverbal elements to reinforce and enhance the verbal component of the message.			
• Utilizes movement, gesture, and facial expression a part of the intended message.			
• Makes eye contact with the audience.			
• Displays no distracting mannerisms.			
• Displays a professional appearance appropriate for the presentation.			
4. Demonstrates appropriate listening and responding skills.			
• Demonstrates listening and responding skills that clarify and enhance the presentation.			

Student: \_\_\_\_\_ Pass \_\_\_\_\_ Fail \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Portfolio Evaluation Form**  
**College of Education and Human Services**  
**Marshall University**

Please place a check in the appropriate column for each of the standards below.  
 Six scores of "yes" are needed for a passing score.

STANDARD	YES	Somewhat	NO
1. Overall appearance: The portfolio is neatly arranged in a one-inch notebook according to a table of contents including major Tasks, is typed and double spaced (Arial or New Times Roman font) and is free from identifiable information about specific students.			
2. The portfolio contains a set of student teaching goals and an explanation of educational beliefs that are consistent with current ideas of best practice and supported by educational theories and philosophies.			
3. Explanations of theories and philosophies cited are accurate; unit and assessment plans are consistent with stated beliefs.			
4. The portfolio contains a description and analysis of contextual factors that can affect learning for the setting in which the unit was taught (community, district, school, classroom, and students).			
5. The portfolio contains a unit plan, including lesson plans and long-range block plan that has received a passing score from the university supervisor. (Include the scoring rubric completed by the university supervisor)			
6. The portfolio contains a narrative describing an assessment plan that is appropriate for the objective. The plan includes the assessment types, format and adaptations for diverse learners and the levels of learning represented by the objective and assessment.			
7. The portfolio contains an analysis of the degree to which students learned that is shown in both narrative and mathematically correct chart/graph form. The whole class is compared with a sub-group.			
8. The reflection and self-evaluation discusses the candidate's performance, instructional strategies, classroom management, professional knowledge and dispositions, a significant learning insight, and an analysis of the degree to which the candidate met the goals set at the beginning of the semester.			
9. The portfolio is free from grammatical, spelling, and typographical errors			

Student: \_\_\_\_\_ Pass \_\_\_\_\_ Fail \_\_\_\_\_

Evaluator's  
 Signature \_\_\_\_\_ Date \_\_\_\_\_

Appendix D  
Program Demographics

**MAT Program  
Applicants/Admits/Demographics**

	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	Total
Applicants to the program	87	84	66	85	63	61	36*	46*	582
Admitted to the program	44	49	30	43	35	61	58*	47*	367
MAT Graduates	18	24	26	35	46	52	34	53	278
Praxis I (PPST) Pass Rate (admission requirement)			100%	100%	100%	100%	100%	100%	100%
Praxis II Principle of Teaching and Learning (PLT) Pass rate				22/23 95.65%	26/27 96.96%	42/43 97.67%	Data not available	Data not available	90/93 96.77%

\*Includes applicants and admissions to MAT and Post Baccalaureate Programs

**Master of Arts in Teaching Program  
MAT and GRE Scores**

Measurement	MAT Program
UGPA	3.13
MAT Scaled Scores	469
GRE Writing Analysis Scores	4.31
GRE Analytical Scores	640
GRE Quantitative Scores	525
GRE Verbal Scores	491