

**Elementary Education Program  
Graduate Program Assessment  
Annual Report  
(2006-2007)**

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Graduate School of Education and  
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**I. Assessment Activities**

**A. Program Goals**

**1. Description of Program**

The Master of Arts in Elementary Education consists of 15 hours of core course requirements, area of emphasis requirements, and a capstone experience. The core components consist of coursework in: research and writing, advanced human growth and development, technology, evaluation, and instructional methods. Each student must select an area of emphasis consisting of 18 hours of required and elective coursework. The capstone experience is a portfolio process in which students document / assess their professional growth and experience throughout their program. It should be noted that the Elementary Education Masters of Arts program shares several core courses with both the Masters of Arts in Secondary Education and the Masters of Arts in Early Childhood Education.

**2. Program Goal**

The goal of the Graduate Elementary Education program is to provide a coordinated, sequential program of study in Elementary Education. The program is designed to produce a trained teacher as specialist.

**3. Program Objectives**

Program graduates are expected to be able to:

- a. Understand and apply the current knowledge base for working in elementary schools;
- b. Demonstrate skills in research methodology, problem solving, and critical thinking in relation to areas of concern in elementary education;
- c. Demonstrate the attitudes, knowledge, and skills necessary to function effectively within the social setting of the school, community and society as a whole;
- d. Understand and evaluate teacher-learner interactions to facilitate and guide pupil achievement of varied learning outcomes in different instructional situations;
- e. Develop and implement a personal approach to teaching;
- f. Analyze, synthesize, evaluate, and apply research findings in an educational setting;

- g. Demonstrate a basic understanding of the application of technology in elementary educational settings;
- h. Demonstrate a basic understanding of human growth and development and the implications of developmental characteristics for curricular and instructional decisions;
- i. Understand significant theory and research in teacher effectiveness and classroom management, and demonstrate skills in instructional implementation appropriate to the developmental level of students;
- j. Demonstrate an understanding of cultural diversity and the implications of these differences for curriculum instruction;
- k. Communicate effectively with a wide variety of constituent groups including school personnel, policy makers, parents, and other community members;
- l. Plan long-term instructional programs based on student interest, abilities, backgrounds, and aptitudes;
- m. Demonstrate self-direction to become an independent, self-confident professional with a commitment to continued professional growth and development and lifelong learning; and
- n. Apply computers and related technologies to support instruction in grade level and subject areas.

#### **4. Target Population**

The primary target population for this program is teachers in WV and surrounding states who are seeking advanced degrees in elementary education. Teachers use the advanced degrees to update their knowledge base in the elementary teaching field and to add additional certifications (areas of emphases) to their license.

### **B. Data Collection**

#### **1. Program Viability**

The viability of the Graduate Elementary Education Program is evidenced by the frequent inquiries from county school systems and students to offer specific certification programs/degree programs in Elementary Education and increased number of applicants.

#### **2. Program Admissions Applications**

<b>Item</b>	<b>03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>	<b>Total</b>
Applicants to program	17	18	22	16	37	110
Admitted to program	21	17	27	20	37	122
Graduates	74	51	33	18	12	188

### 3. Admission Test Scores

Students admitted to the Elementary Education Masters program during the past year had a mean Miller Analogy Test score of 362 and GRE mean scores of: Quantitative = 210 ; Verbal = 310.

### 4. Program Productivity

#### a. Course Sections\*

\*Note that many of the core course sections are utilized by the Elementary, Secondary and Early Childhood Education programs.

In the specific course area many courses are used for both Elementary and Secondary Education.

#### 2006 – 2007 Core Courses/Capstone Courses

Semester	Course Sections	Enrollment	Student Credit Hours
Fall 2006	27	416	1248
Spring 2007	23	367	1101
Summer 2007	20	334	1022

#### 2006 – 2007 Specific Courses to Elementary Education

Semester	Course Sections	Enrollment	Student Credit Hours
Fall 2006	31	352	1056
Spring 2007	40	422	1266
Summer 2007	29	318	954

#### b. Third Party Contracts

Semester	Number
Fall 2006	65
Spring 2007	72
Summer 2007	45

#### c. Collaborative Programs

For this reporting period, the Elementary Education program had the following collaborative programs:

Lincoln County  
RESA VIII  
The West Virginia Department of Education

#### d. Field Placements (Directly related to Learning Outcomes-Objectives 3a-3n.)

The Elementary Education program had a total of two (2) sections of field placements during the 2006-2007 academic year within the Library Media Area of Emphasis. The most recent data indicates that our candidates averaged:

- 0% “Unsatisfactory,”

- 0% “Basic,”
- 29% “Proficient”
- 70% “Distinguished” on Practicum Assessments.

**e. Technology Utilization (Directly related to Learning Outcomes and Objectives 3g, 3n)**

The elementary education program has an approved and implemented “E” degree. The online degree in Elementary Education has been active since the Spring of 2005. At the present time, the following Area of Emphases have also been developed for E-based delivery:

- English as a Second Language
- Library Media

Technology is actively integrated throughout the program (CIEC 534 is required in the core of all programs of study). Syllabi indicate that most courses have a technology component well beyond the scope of the Internet delivery domain.

**f. Faculty**

The Graduate Elementary Education Program has 12 full time faculty members. Currently the program is fully staffed with full time faculty. Each semester an average of 21 part time faculty are employed to assist in the delivery of the program as well as three faculty with shared appointments in other departments. Full time faculty maintains an advising load of an average of 54 Elementary Education and Staff Development candidates each (Faculty serve both Elementary and Secondary Education students).

**g. Grants**

The Elementary Education program was involved in the following grant activity for the reporting period:

Clay County - ITQ Grant – Standards Math Project  
 Kanawha County – National Writing Project Grant  
 Lincoln County - ITQ Grant – Standards Math Project  
 Nicholas County – National Writing Project Grant  
 Putnam County – National Writing Project Grant

**h. Program Approval Information (Directly related to Learning Outcomes-Objectives 3a-3n)**

During the academic year 2004-2005 the Program was granted full accreditation by NCATE. Effective August 2006, all endorsement programs received full renewal by the West Virginia Department of Education.

**i. Graduate Surveys (Directly related to Learning Outcomes-Objectives 3g, 3i, 3j, 3n)**

In the most recent follow-up studies of graduates, more than two hundred (207) graduates completed the survey. Graduates were requested to note both the “Importance” and their level of “Preparation” as they relate to 10 program outcomes. The surveys also revealed that more than 90% of the responding graduates rated the 10 programs outcomes as either “Moderately Important” or “Very Important.” More than 88% of the graduates participating in the survey, reported their preparation as either “Good” or “Excellent” on 7 of these 10 outcomes. Responses were slightly lower for those outcomes related to “applying technology,” “understanding children with special needs,” and “cultural pluralism.” These data provided guidance for the revision of the program.

**j. Candidate Performance (Directly related to Learning Outcomes-Objectives 3a-3n. See Attached Portfolio Standards)**

During the past year (2006-2007) five assessment points were collected within the Graduate Elementary Education program, used to measure the learning outcomes specified in the Program Objectives listed above.

- The first is a Conceptual Framework (professional dispositions) pre-program assessment which is given to each new applicant of the program.
- Each graduate of the program completed a capstone experience (Portfolio I and Portfolio II). , On the Rubric to score the Portfolio itself, our candidates scored an average of **1**, with 1 being the highest, meaning “**Exceeds Standards.**”
- Using the Rubric for our capstone experience, our candidates averaged a rating **1.18** by the faculty, with 1 being high, meaning the faculty strongly agreed on the standards of the Portfolio being met. The three standards mentioned as having the greatest impact on the candidates professional development were **Technology, Diverse Learner and Assessment. (Objectives 3g, 3n)**
- The Rubric for measuring Unit Planning Assessment (See Appendix B – Sample Assessment Tools) revealed our students were highly proficient in every aspect of teaching with an average score of 4.25 on a 5.00 scale. **Identifying Student Strengths, Prerequisite Skills and explicit Design Detail were areas needing some strengthening. (Objectives 3e, 3f, 3i, 3l . See Unit Planning Rubric)**
- PRAXIS- **(Directly related to Learning Outcomes-Objectives 3a-3n)**. The most recent data available on PRAXIS indicate a 100% passing by Elementary Education candidates in Library Media. (Only Licensure Endorsement programs require the PRAXIS)

## II. Assessment of Student Outcomes: Component/Course/Program Level

Component Area/Program/Discipline: Elementary Education, MA November 2007

Component / Course / Program Level					
Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
1.Students will meet admissions criteria of the program.	Admission office Program Director Program Advisors (faculty)	UGPA MAT score GRE score	Minimum 2.5 Minimum 380 Minimum 800	Examination of rates of acceptance (see chart page 1). Analysis of the information indicates that this outcome is being met. Faculty needs to further analyze entrance requirements in consideration of recent scores.	Agreed to maintain current criteria and revisit the minimum requirements for the GRE and MAT..
2.Students will pursue a plan of study which will reflect current NCATE standards and is consistent with the WVDE objectives (Objectives 3a-3n)	Program faculty Student Advisor Program Director	Plan of study completed by student and faculty advisor upon admittance to program.	Adopted plan of study for the program area of emphasis enrolled in.	Plans of study are reviewed at a minimum yearly to ascertain the student's progress toward degree.	Data indicated the use of the new student data system has allowed the advisors and program director to more closely monitor the students in the program. Plans of study are monitored closely using the system

<p>3. Students will develop the necessary reflective and documentation skills via an online portfolio to show evidence of the impact of their learning from this degree on their own student population. This is particularly important as we move this process to a total electronic delivery (Objectives 3a-3n)</p>	<p>Faculty Advisors Directors of Capstone Experience</p>	<p>Successful completion of CI 690</p> <p>Evidence of descriptive, analytical and transformative reflective skills as observed in Unit Planning</p> <p>Evidence of supportive evidence to documents the validity of their reflection.</p> <p>Portfolio Capstone experience</p>	<p>Grade of “Meeting Standard” or higher.</p> <p>Satisfactory progress toward degree.</p> <p>Completion of Capstone experience with faculty approval of written work.</p>	<p>Analysis of progress on standards within CI 690, our new online portfolio. Students who receive a grade “Not meeting Standard” are given opportunity to meet standard.</p> <p>Unit Planning is measured by a rubric.</p> <p>The completion of the capstone experience is measured by a rubric.</p>	<p>On-going discussion by faculty on the merit of the online portfolio capstone experience.</p> <p>Continued monitoring of Unit Plan Development</p> <p>Monthly program meetings have been used to discuss the monitoring of students on the Capstone experience.</p>
<p>4. Students will strengthen their skills in identifying student strengths. (Objective 3h, 3j, 3m)</p>	<p>Faculty Field Supervisors</p>	<p>Observed performance and reflection within the clinicals</p>	<p>Level of “Proficiency”</p>	<p>Improve ranking to a level of 4 or higher on the scoring rubric.</p>	<p>Faculty consensus on specific attention to this skill.</p>
<p>5. Students will strengthen their skills on detail of planning. (Objective 3l)</p>	<p>Faculty Field Supervisors</p>	<p>Observed performance and reflection within the clinicals</p>	<p>Level of “Proficiency”</p>	<p>Improve ranking to a level of 4 or higher on the scoring rubric.</p>	<p>Faculty consensus on specific attention to this.</p>

### III. Strategic Areas of Focus for 2007-08 and Beyond

- **Outreach:** Statewide, regional and county delivery of degree, professional development and licensure program in Elementary Education
- **Technology:** Continued development of technology-based Elementary Education graduate program/course delivery
- **Marketing:** Increase external visibility/marketing
- **Grants/Contracts:** Increase productivity in external grants and contracts
- **Assessment/Accountability:** Refine/enhance program assessment system in Elementary Education.

#### Priorities for 2007-08

##### Continue development of technology-based graduate program/course delivery

- Develop e-degree program in Math through Algebra I and Early Childhood
- Implement the e-based capstone experience course

##### Continue development of collaborative relationships

- RESA's
- Local school systems
- WVDE

##### Continue development/refinement of program assessment system

- Expand faculty knowledge base regarding NCATE/WVDE policies/procedures
- Redesign data collection/management system consistent with new NCATE/WVDE requirements, looking specifically at means to measure content outcomes via comprehensive examinations
- Prepare annual assessment reports for Elementary degree programs

##### Increase productivity in external grants/contracts

- Develop/submit 3 ITQ grant proposals
- Develop/submit Writing Project grant
- Expand 3<sup>rd</sup> party contracts

##### Increase external marketing/visibility for program area

- Identify new potential target populations
- Market e-degrees/professional development programs to MU alumni

**IV. Assistance Needed:** The major emphasis is to expand our electronic delivery necessitating more technical assistance in the design of the courses particularly as we move to Blackboard from Vista.

## **V. Lesson Learned**

### **A. Improvements:**

During this reporting period the following improvements were made to the Elementary and Secondary Program:

1. Full approval of the Middle Childhood, Library Media and English as a Second Language E-Based delivery system.
2. Full implementation of an organized schedule rotation of courses.
3. Utilization of a student data base system (GSEPD) that allows faculty advisors to more efficiently monitor student progress.

### **B. Lessons Learned:**

Assessment is multi-faceted. The input of data not only provides for analysis of program objectives but also program viability. Assessment is much more than assessing learning outcomes. This past year this program area took the following steps to reflect this assessment process:

1. Delegated greater involvement of the faculty into the assessment process.
2. Analyzed PRAXIS results and made program and faculty coordination changes.
3. Program Director became a member of the University Assessment Committee and assistance in making changes in the assessment process.

## APPENDIX A: SAMPLE PLANS OF STUDY

### MARSHALL UNIVERSITY GRADUATE COLLEGE

**PLAN OF STUDY: Elementary Education**  
**AREA OF EMPHASIS: Elementary Science Education**

NAME:  
ADDRESS:

MUID:  
EMAIL:

TELEPHONE:

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

<b>CORE COURSES (15 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 or Qualitative Research in Education	Fall, Spr, Smr		3	
EDF 616		Advanced Studies in Human Development	Fall, Spr, Smr		3	
CIEC 530 or CIEC 534 or CIEC 600 or CIEC 660		Computer Software & Methodology in Ed or Application Software in Classrm Curr Area or Computing and Instructional Design or Using Computers to Improve Instr in the Classrm	Fall, Spr, Smr		3	
CI 623 or CI 624 or Methods		Instr Models & Assessment Techniques or Advanced Instructional Strategies or Approved Methods Course	Fall, Spr, Smr		3	
EDF 612 or CI 501 or CI 610		Educational Evaluation or Middle Childhood Curriculum or Secondary Education: Curr in the Modern Sec School	Fall, Spr, Smr		3	
<b>AREA OF EMPHASIS COURSES (18 hrs)</b>						
CISE 571		Dev Thematic Science in Elem/Middle School	Fall, Spr, Smr		3	
CI 657		Adv Tech in Teaching Elem & Middle Sch Math	Fall, Spr, Smr		3	

CIEC 600	Computing and Instructional Design	Fall, Spr, Smr		3	
CISE 576 or CISE 577	Wave Phenomena & Electricity K-9 or Energy and Matter K-9	Fall, Spr, Smr		3	
CISE 572 or CISE 573	Environmental Education or Chemistry for Elementary and Middle	Fall, Spr, Smr		3	
CISE 570 or CISE 574 or CISE 575	Flora and Fauna or Integrated Science for Elementary School or Integrated Science for the Middle School	Fall, Spr, Smr		3	

**CAPSTONE EXPERIENCE (6 hrs)**

CI 659	Symposium Elementary & Secondary Ed I	Fall, Spr, Smr		3	
CI 680	Symposium Elementary & Secondary Ed II	Fall, Spr, Smr		3	
OR					
	Comprehensive Exam PLUS additional 6 hrs	Fall, Spr, Smr		6	

TOTAL HOURS 39

**MARSHALL UNIVERSITY GRADUATE COLLEGE**

PLAN OF STUDY: \_\_\_Elementary Education \_\_\_Secondary Education

AREA OF EMPHASIS: Individualized Plan\*/ English Second Language

NAME:

MUID:

TELEPHONE:

ADDRESS:

EMAIL:

**Coursework included as a part of the Plan of Study must not be older than seven years at the time of graduation. Students must initiate application for graduation by the published deadline in the semester they expect to graduate. Failure to return**

the signed Plan of Study within 30 days will automatically indicate acceptance of the Plan of Study. All coursework that students wish to transfer from other institutions must be approved by Marshall University.

<b>CORE COURSES (15 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 or Qualitative Research in Education		Fall, Spr, Smr		3	
EDF 616	Advanced Studies in Human Development		Fall, Spr, Smr		3	
CIEC 530 or CIEC 534 or CIEC 600 or CIEC 660	Computer Software & Methodology in Ed or Application Software in Classrm Curr Area or Computing and Instructional Design or Using Computers to Improve Instr in the Classrm		Fall, Spr, Smr		3	
CI 623 or CI 624 or Methods	Instr Models & Assessment Techniques or Advanced Instructional Strategies or Approved Methods Course		Fall, Spr, Smr		3	
EDF 612 or CI 501 or CI 610	Educational Evaluation or Middle Childhood Curriculum or Secondary Ed: Curr in the Modern Sec School		Fall, Spr, Smr		3	

**AREA OF EMPHASIS COURSES (18 hrs)**

CISL 550	Second Language Acquisition		Spr		3	
CISL 551	Linguistics for ESL		Smr		3	
CISL 552	Intercultural Comm. In the ESL classroom		Fall		3	
CISL 653	Methods & Materials for ESL: Development		Spr		3	
CISL 654	Methods \$ Materials for ESL: Literacy Acquis.		Smr		3	
CISL 655	Practicum for Teaching ESL		Fall, Spr, Smr		3	

**CAPSTONE EXPERIENCE (6 hrs)**

CI 659	Symposium Elementary & Secondary Ed I		Fall, Spr, Smr		3	
CI 680	Symposium Elementary & Secondary Ed II		Fall, Spr, Smr		3	
OR						
	Comprehensive Exam PLUS additional 6 hrs		Fall, Spr, Smr		6	

TOTAL HOURS 39

## **APPENDIX B: SAMPLE ASSESSMENT TOOLS**

**Rubric for Unit Plan  
CI 503**

Names:

Team:

Overall Rating 5 4 3 2 1

s of ns	<b>Consistently Exceeds Standards (5)</b>	<b>Exceeds some Standards (4)</b>	<b>Meets Standards (3)</b>	<b>Inconsistently Meets Standards (2)</b>	<b>Does Not Meet Standards (1)</b>
	Four or five categories of writing competence are rated at 5.	Two or three categories of writing competence are rated above 3.	All categories are rated at three or better.	One or two categories of writing competence are rated less than 3.	More than two categories of writing competence are rated less than 2.
	Unit activities/learning center have clear focus, extensive list of student prerequisites and strengths, can be used by teachers and substitutes.	Unit activities/learning center have clear focus, demonstrates insight into student performance, lists strengths and weaknesses.	Unit activities/ learning centers have clear focus, lists student strengths and performance objectives.	Unit activities/learning centers contain goals/objectives with unclear focus, incomplete list of student strengths. Not useable by teachers/substitutes.	Unit activities/learning centers contain incomplete/ineffective goals/objectives with adherence to student strengths. Can not be used by teachers and substitutes.
	Unit activities/learning center plan goals and objectives contain all components of a research based lesson plan containing detailed descriptions of student present level of performance, learning strengths, and activities	Unit activities/learning center goals and objectives contain most components of research based lesson plans.	Unit activities/ learning center contain research-based components with adequate explanation of student strengths, activities, goals/objectives	Unit activities/learning centers do not use all components of a research based lesson plan, activities are incomplete or inappropriate according to student needs, strengths, goals, and objectives	Unit activities/learning plan fails to utilized research based lesson plan format, incomplete or inadequate list of student strengths, goals and objectives
	Varied sentence structures & length. Precise, descriptive, detailed language.	Varied sentence structure and length. Precise & descriptive language.	Use of varied sentence structure, and descriptive language.	Sentence structure is awkward and unclear. Language is vague.	Sentence structure is ungrammatical. Language is vague and incorrect.
<b>t</b>	Unit plan/learning center demonstrates clear insight/organization in developing concepts and learning activities	Unit plan/learning center demonstrates clear focus, insight, and organization in developing goals, objectives, and activities	Unit plan/learning center demonstrates basic clarity of focus and organization	Unit plan/learning center contains minimal focus and clarity of focus and organization	Unit plan/learning center does not demonstrate basic focus and clarity of organization
	No errors in spelling and/or punctuation	Two errors in spelling/punctuation	Three errors in spelling and/or punctuation	Four errors in spelling and/or punctuation	Five or more errors in spelling/punctuation
	Extensive list of strengths and needs of the student using non-labeling language.	Complete list of strengths and needs of the student using non-	Provides a list of strengths & needs of students using non-	Strengths and needs of child are limited and poorly written. Some	Strengths and needs of the student and prerequisite skills for

Standards	Consistently Exceeds Standards (5)	Exceeds some Standards (4)	Meets Standards (3)	Inconsistently Meets Standards (2)	Does Not Meet Standards (1)
Prerequisite Skills	Extensive list of prerequisite skills required to begin instruction on the unit.	labeling language. Complete list of prerequisite skills required to begin instruction on the unit.	labeling language. Provides a list of prerequisite skills required to begin instruction on unit.	prerequisite skills are listed, but are incorrect or inconsistent. Labeling language may be used.	unit are missing or inaccurate.
Unit Description	The unit description includes a specific, appropriate focus that includes goals that are correctly written and appropriate for the length of the unit; well written objectives that pertain to the needs of the student. The objectives contain four accurate components.	The unit description includes an appropriate focus that includes goals and objectives that are well written, that pertain to the needs of the student, and that contain all required components.	The unit has a focus that includes goals and objectives that pertain to the needs of the student.	The unit has a focus that is unclear and that may not contain goals and objectives that pertain to the needs of the student.	The unit description is missing or is inaccurate.
Lesson Plans	Each unit activity includes a well written objective based on the needs of the student with all of the components included and accurate; an extensive list of materials; a specific introduction; an extensive, logical explanation of how to conduct the lesson; and extensive procedures for evaluating student performance.	Each lesson plan includes a written objective based on the needs of the student with all of the components included and accurate; a detailed list of materials; an introduction; a detailed, logical explanation of how to conduct the lesson; and detailed procedures for evaluating student performance.	Each lesson plan includes an objective based on the needs of the student; a list of materials; an introduction; an explanation of how to conduct the lesson; and procedures for evaluating student performance	Each lesson plan may have an objective with all the components but it does not correspond with the needs of the student; a limited list of materials; an unclear or poorly written explanation of how to conduct the lesson and incomplete or unclear procedures for evaluating student performance.	Each lesson has an objective; list of materials; procedure for conducting the lesson; and procedures for evaluating student performance that are incomplete, unclear or missing.
Learning Centers/Activities	Each learning center /unit activity description contains materials and activities that specifically and accurately assist the student in generalizing the information presented in the lessons. All of the activities and materials are extremely motivating and age and developmentally appropriate.	Each learning center /unit activity description contains materials and activities that accurately assist the student in generalizing information presented in the lessons. Most of the activities and materials are extremely motivating & age & developmentally appropriate.	Each learning center/unit activity description contains materials & activities that assist student in generalizing information presented in lessons. Activities and materials are motivating, age, and developmentally appropriate.	Each learning center/unit activity description contains some materials and activities that assist the student in generalizing information presented in the lessons. Some activities/materials are motivating, age, & developmentally appropriate.	Each learning center/unit activity description contains materials and activities that do not assist the student in generalizing information presented in the lessons. Activities and materials are not motivating nor are they age or developmentally appropriate.
Recordkeeping	A clear and detailed record-keeping system to accurately assess learner performance on all goals and objectives is present.	A clear and detailed recordkeeping system to accurately assess learner performance on some goals & objectives is present.	A recordkeeping system to accurately assess learner performance on the goals is present.	The recordkeeping system inconsistently allows for maintaining records of learner performance on goals or objectives.	The recordkeeping system does not provide a clear framework for recording performance or the recordkeeping form is missing.
Technology	Technology used in instruction contains a variety of software and/or other applications appropriate for goals and objectives	Technology used in instruction contains software and/or other applications appropriate for goals and objectives	Technology is used in instruction and is used appropriately.	Use of technology in instruction is used inconsistently or is inappropriate for unit/learning center	Use of technology in instruction is either inappropriate or absent from unit plan/learning center.

Standards	Consistently Exceeds Standards (5)	Exceeds some Standards (4)	Meets Standards (3)	Inconsistently Meets Standards (2)	Does Not Meet Standards (1)
	Provides examples that consistently exceed standards, use of non-labeling language.	Provides some examples that exceed standards, use of non-labeling language.	Provides minimum examples and uses non-labeling language.	Provides incomplete or no examples provided, use of non-labeling language is inconsistent.	Provides no examples and uses non-professional and/or labeling language.

Comments:

## Standards for the Experienced Professional as a Specialist Contents of the Portfolio

Section	Suggestions for Artifacts Demonstrating Competence
<b>Table of Contents</b>	<p>This element should be added to your portfolio after all other materials have been included. It should outline the standards and evidence included for each standard.</p> <p>Suggestions for Artifacts Demonstrating Competence:</p> <p><b>INTASC:</b> Interstate New Teacher Assessment and Support Consortium. (1992). <i>Model Standards for Beginning Teacher Licensing, Assessment and Development: A Resource for State Dialogue</i>. Washington DC: CCSSO Available at <a href="http://www.ccsso.org/projects/Interstate_New_Teacher_Assessment_and_Support">http://www.ccsso.org/projects/Interstate_New_Teacher_Assessment_and_Support</a> (Under Standards Development under Core Standards)</p> <p><b>NBPTS:</b> National Board of Professional Teaching Standards. <i>Five Core Propositions</i>. Available at <a href="http://www.nbpts.org/standards/stds.cfm">http://www.nbpts.org/standards/stds.cfm</a> (Under Five Core Propositions)</p>
<b>Introductory Section:</b>	<p>This section of your portfolio should include:</p> <ol style="list-style-type: none"> <li>1. Introduction: One page that highlights: <ul style="list-style-type: none"> <li>• the organization of your portfolio.</li> <li>• any themes developed throughout the portfolio, which may include a focus on your particular area of emphasis.</li> <li>• generally what the reviewer is to expect.</li> </ul> </li> <li>2. Resume or biography <ul style="list-style-type: none"> <li>• <a href="http://www.marshall.edu/career-service/advice/resume/default.asp">http://www.marshall.edu/career-service/advice/resume/default.asp</a></li> <li>• Guidelines for Resume</li> </ul> </li> <li>3. Personal Philosophy of Education: A 2-3 page statement that reflects your beliefs about: <ul style="list-style-type: none"> <li>• teaching and learning.</li> <li>• Students.</li> <li>• knowledge (what is important for students to learn). See further instructions</li> </ul> </li> </ol>

	<p>in this packet about how to write your philosophy.</p> <ul style="list-style-type: none"> <li>• other expectations and ideas.</li> </ul> <p>4. Goals: Develop a set of your important professional development goals to be accomplished during your program.</p> <p>5. A final copy of the plan of study must be included.</p> <p>6. Portfolio Standards: Include a copy of the “Standards for the Teacher as a Practicing Professional”.</p>
<b>Sections 1 - 8</b>	<b>STANDARDS FOR THE TEACHER AS A PRACTICING PROFESSIONAL</b>
<p><b>Principle 1</b> Content Knowledge</p>	<p>Participants completing the program should be able to understand and apply the current knowledge base for their area of emphasis. Participants critically examine the central concepts, tools of inquiry, and structures of the area of emphasis to make learning meaningful for students. Items intended to represent content knowledge should reflect the area of emphasis of your program.</p> <p><i>Evidence that you</i></p> <ul style="list-style-type: none"> <li>• know your subject matter.</li> <li>• can incorporate differing viewpoints about content.</li> <li>• engage students in generating and demonstrating knowledge.</li> <li>• make the content meaningful for students.</li> </ul> <p><i>Examples of evidence:</i> Unit and lesson plans, student assignments, pictures of activities, reflective entries, supervisor comments etc.</p> <p><i>Suggestions:</i></p> <ul style="list-style-type: none"> <li>• INTASC Principle #2, p. 15</li> <li>• NBPTS Proposition #2, p. 10-12</li> </ul>
<p><b>Principle 2</b> Human Development and Learning</p>	<p>Participants completing the program should be able to demonstrate a basic understanding of human growth and development and apply this knowledge to curriculum development, instructional implementation and other education decision making. Participants analyze how children learn and develop and provide learning opportunities for intellectual, social, and personal development.</p> <p><i>Evidence that you --</i></p> <ul style="list-style-type: none"> <li>• choose developmentally appropriate content and strategies.</li> <li>• provide hands-on activities.</li> <li>• allow students to assume responsibility for learning.</li> <li>• encourage discussion and group work.</li> <li>• apply appropriate developmental theory.</li> </ul> <p><i>Examples of evidence:</i> Unit and lesson plans, student work, videotape(s), pictures of activities, projects, etc.</p> <p><i>Suggestions:</i></p>

	<ul style="list-style-type: none"> <li>• INTASC Principle #2, p. 16-17</li> <li>• NBPTS Proposition #1, p. 8-9</li> </ul>
<p><b>Principle 3</b></p> <p>Diverse Learners</p>	<p>Participants completing the program should be able to demonstrate an understanding of cultural pluralism/diversity and the related implications for curriculum and instruction. In addition, participants should demonstrate a basic understanding of children with special needs and the ability to provide assistance within the least restrictive environment in the school setting. Participants will appraise differences in learning and create instructional opportunities adapted to diverse learners.</p> <p><i>Evidence that you --</i></p> <ul style="list-style-type: none"> <li>• treat all children equitably.</li> <li>• respect individual differences.</li> <li>• make provisions for students with particular learning needs.</li> <li>• know how to access appropriate services for exceptional needs.</li> <li>• include multiple perspectives in discussion of subject matter.</li> <li>• promote inter-cultural understanding.</li> <li>• respond to clues of distress among students and advocate for students, seeking outside help when needed.</li> </ul> <p><i>Examples of evidence:</i> Student opinion surveys, adaptations made for exceptional learners, multicultural activities, student work, videotape(s), ways you sought special services for students, activities or rules that promote respect for differences, referral of students for help, etc.</p> <p><i>Suggestions:</i></p> <ul style="list-style-type: none"> <li>• INTASC Principle #3, p. 19</li> <li>• NBPTS Proposition #3, p. 13-15 and Proposition #1, p. 8-9</li> </ul>
<p><b>Principle 4</b></p> <p>Planning</p>	<p>Participants completing the program should be able to demonstrate the dispositions, knowledge and skills necessary to function effectively within the social setting of the school, community and society as a whole. Participants plan instruction based upon critical understanding of subject matter, students, the community, and curriculum goals.</p> <p><i>Evidence that you -</i></p> <ul style="list-style-type: none"> <li>• create short and long-range plans consistent with current learning theories.</li> <li>• create plans that recognize and address variation in teaming styles and performance levels.</li> <li>• plan for a broad range of instructional approaches including technologies.</li> <li>• consider student diversity when planning and adjusting plans for instruction.</li> <li>• evaluate teaching materials and resources used in plans.</li> <li>• incorporate authentic experiences into planning.</li> <li>• set clear expectations and standards for behavior.</li> </ul>

	<ul style="list-style-type: none"> <li>• organize and manage time, space, activities and attention.</li> <li>• promote respect for one another and for individual differences.</li> </ul> <p><i>Examples of evidence:</i> Unit and lesson plans, classroom rules, examples of teaching materials, examples of adjustments of plans to meet individual needs, student work, reflective entries, etc.</p> <p><i>Suggestions:</i></p> <ul style="list-style-type: none"> <li>• INTASC Principle #7, p. 27-28</li> <li>• NBPTS Proposition #5, p. 23-24</li> </ul>
<p><b>Principle 5</b> Instructional Strategies</p>	<p>The participant examines, applies, adapts, and evaluates a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance.</p> <p><i>Evidence that you --</i></p> <ul style="list-style-type: none"> <li>• use a variety of instructional strategies.</li> <li>• include varied technologies.</li> <li>• select strategies based on instructional purposes.</li> <li>• select strategies that promote critical thinking, problem solving and performance.</li> <li>• monitor and adjust strategies based on feedback.</li> <li>• vary roles (i.e. instructor, facilitator, coach, and audience).</li> <li>• create a positive learning environment that promotes social interaction, active engagement, and self-motivation.</li> <li>• ask a variety of levels and types of questions.</li> <li>• use a variety of media communication tools (audio-visual aids, computers, etc).</li> </ul> <p><i>Examples of evidence:</i> Unit and lesson plans, student work, revisions made to plans, pictures of strategies used, videotape(s), etc.</p> <p><i>Suggestions:</i></p> <ul style="list-style-type: none"> <li>• INTASC Principle #4, p. 21 and #6, p. 25-26</li> <li>• NBPTS Proposition #3, p. 13-15</li> </ul>
<p><b>Principle 6</b> Assessment</p>	<p>The participant examines and applies formal and informal assessment strategies to evaluate learners and to ensure continuous intellectual, social, and physical development.</p> <p><i>Evidence that you -</i></p> <ul style="list-style-type: none"> <li>• use a variety of assessment techniques (observation, portfolios of student work, tests, performance tasks, projects, student self-assessment, etc.).</li> <li>• involve students in self-assessment activities.</li> <li>• modify instruction based on assessment results.</li> <li>• align assessment with instructional goals.</li> </ul>

	<ul style="list-style-type: none"> <li>maintain up-to-date and accurate records of student work and performance and communicate student progress.</li> </ul> <p>Examples of evidence: Lesson plans showing how assessment matches goals, assessment instruments and authentic assessment strategies, student projects, self-assessment tools (rating scales, etc.), examples of record keeping, adjusted lessons based on assessment results, reflective entries, etc.</p> <p><u>Suggestions:</u></p> <ul style="list-style-type: none"> <li>INTASC Principle #8, p. 30</li> <li>NBPTS Proposition #3, p. 13-15</li> </ul>
<p><b>Principle 7</b> Integration of Technology</p>	<p>Participants completing the program should be able to demonstrate a basic understanding of the application of technology in their area of emphasis. Participants should be able to communicate effectively with a wide variety of constituent groups including school personnel, policy makers, parents and other community members.</p> <p><u>Evidence that you -</u></p> <ul style="list-style-type: none"> <li>integrate technology use into your classroom instruction.</li> <li>use technology to enhance the learning experiences of students.</li> <li>use technology for locate and develop classroom resources.</li> <li>use technology to communicate with other education professionals and community members.</li> <li>use technology to perform administrative functions (record keeping, typing reports, etc.).</li> </ul> <p><u>Examples of evidence:</u> unit or lesson plans, computer generated materials, student work samples, correspondence, video clips, photographs, etc.</p> <p><u>Suggestions:</u></p> <ul style="list-style-type: none"> <li>INTASC Principle #6, p. 25-26 and Principle #10, p. 34</li> <li>NBPTS Proposition #5, p. 18-19</li> </ul>
<p><b>Principle 8</b> Action Research and Professional Growth</p>	<p>Participants completing the program should be able to demonstrate self-direction so that they may become independent, self-confident professionals with a commitment to continued professional growth and development and life-long learning. Participants should be able to demonstrate skills in research methodology, problem solving and critical thinking. The reflective practitioner will evaluate the effects of his or her choices and actions on others and will seek opportunities to grow professionally.</p> <p><u>Evidence that you --</u></p> <ul style="list-style-type: none"> <li>use classroom observation, information about students, and theory and research as a basis for reflection on teaching and solving a major classroom, student or school problem.</li> <li>seek out professional literature, colleagues and other resources to support professional development.</li> <li>identify professional associations that offer opportunity for professional development.</li> </ul> <p><u>Examples of evidence:</u> Inquiry documentation in solving a major classroom, student,</p>

	<p>or school problem, reflections, descriptions of resources used to grow as a professional, evidence of participation in or utilization of materials from professional associations, etc.</p> <p><u>Suggestions:</u></p> <ul style="list-style-type: none"> <li>• INTASC Principle #4, p. 32</li> <li>• NBPTS Proposition #4, p. 14-17</li> </ul>
<b>Conclusion</b>	<p>This section will include:</p> <ul style="list-style-type: none"> <li>• your final reflection based on the goals you set for yourself and your growth as a professional educator.</li> <li>• changes, if any, in philosophy and beliefs.</li> <li>•</li> </ul>
<b>Other</b>	<p>Put artifacts in this section which do not seem to fit elsewhere. <b>Be very selective.</b></p>
<b>Presentation</b>	<p>The Presentation has three components:</p> <ul style="list-style-type: none"> <li>• The Final Portfolio itself</li> <li>• A PowerPoint Presentation</li> <li>• An Oral Presentation</li> </ul> <p>Guidelines for the Final Portfolio:</p> <ul style="list-style-type: none"> <li>• The three-inch notebook should include all of the above sections.</li> <li>• At the front of the portfolio should be a cover sheet to include your name, the course title, the semester, Marshall University Graduate College and the professor's name (All centered).</li> <li>• Each section should have a cover sheet denoting the title of the section.</li> <li>• Each section should have the Reflection and the Documentation supporting that reflection.</li> </ul> <p>Guidelines for the PowerPoint Presentation:</p> <ul style="list-style-type: none"> <li>• Identify a theme and support it with a image or picture(s).</li> <li>• Identify two principles that had the greatest impact of change on you as a teacher.</li> <li>• Address each principles with the following statements: <ol style="list-style-type: none"> <li>1. What differences I've made in my teaching because of this principle.</li> <li>2. What this principle has reinforced in my teaching.</li> <li>3. What benchmarks in the principle needed new insights and change.</li> <li>4. What this principle says to art of teaching.</li> </ol> </li> <li>• Identify at least three personal benefits of this degree.</li> </ul> <p>Guidelines for the Oral Presentation:</p> <ul style="list-style-type: none"> <li>• The presentation is limited to 10 minutes.</li> <li>• Briefly introduce yourself, your school, and grade level.</li> <li>• Follow the PowerPoint steps in your oral presentation. Feel free to highlight any insights you've gained from your master's program at Marshall or the impact of this degree program throughout the presentation.</li> </ul>

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