Secondary Education Program
Graduate Program Assessment
Annual Report
(2006 – 2007)

Submitted by: Calvin F. Meyer, Program Director
Elementary and Secondary Education
Graduate School of Education and
Professional Development

I. Assessment Activities

A. Program Goals

1. Description of Program

The program provides the student with a foundation in research, evaluation, instructional methods, technology, human development, and learning. The foundations area of the program (15 credit hours) is shared departmentally and programmatically with both the Early Childhood program and the Elementary Education program. The Secondary Education program is designed to produce a trained teacher as a specialist in secondary education.

2. Program Goals

The goal of the Graduate Secondary Education program is to provide a coordinated, sequential program of study in Secondary Education.

3. Program Objectives

Program graduates are expected to be able to:

a. Understand and apply the current knowledge base for working in middle or secondary schools;
b. Demonstrate skills in research methodology, problem solving, and critical thinking in relation to areas of concern in middle, or secondary 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 middle or secondary 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 their 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 secondary education. Teachers use the advanced degrees to update their knowledge base in the secondary teaching field and to add additional certifications (areas of emphases) to their license.

B. Data Collection

1. Program Viability

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

2. Program Admissions

Applications

Item	03	03-04	04-05	05-06	06-07	Total
Applicants to the program	13	29	12	30	42	127
Admitted to the program	12	33	19	33	38	136
Graduates of Secondary Education	20	23	15	11	26	95

3. Admission Test Scores

Students admitted to the Secondary Education Masters program during the past year had a mean Miller Analogy Test score of 409 (department minimum = 380) and GRE mean scores of: Analytical = 710; Quantitative = 504; Verbal = 444; Writing = 4.3 (department minimum is 800 combined Quantitative and Verbal).

4. Program Productivity

a. Course Sections*

***Note that many of the course sections are utilized by both the Secondary Education, Elementary and Early Childhood Education programs. In the specific course area many courses are used for both Secondary and Elementary Education.

2006 – 2007 Core Course/Capstone Course

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 to Secondary Education

Semester	Course Sections	Enrollment	Student Credit Hours
Fall 2006	36	340	1020
Spring 2007	43	442	1326
Summer 2007	34	362	1086

b. Collaborative Programs

For this reporting period, the Secondary Education program had collaborative programs with the following entities:

Lincoln County
RESA VIII
The West Virginia Department of Education

c. Field Placements (Directly related to Learning Outcomes-Objectives 3a=3n)

The Secondary Education program had a total of four (4) sections of field placements during the 2006-2007 academic year. The most recent data available indicates that our candidates averaged the following in the Math through Algebra I Area of Emphasis:

- 0% "Unsatisfactory,"
- 0% "Marginal,"
- 18% "Satisfactory"
- 82% "Outstanding"

And in the Middle Childhood Area of Emphasis they averaged (See attached Performance Assessment Tool):

- 3% “Unsatisfactory,”
- 11% “Basic,”
- 57% “Proficient”
- 28% “Distinguished” on Practicum Assessments

d. Technology Utilization (Directly related to Learning Outcomes-Objectives 3g, 3n)

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

- Middle Childhood Education
- 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.

e. Faculty

The Graduate Secondary Education Program has 13 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 with three faculty being shared appointments in other departments. Full time faculty maintains an advising load of an average of 54 Secondary Education and Staff Development students each (Faculty serves both Elementary and Secondary Education students).

f. Grants

The Secondary Education program was involved with the following counties in 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

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

During the academic year-2004 – 2005 the program received full accreditation by NCATE. Effective August 2006, all endorsement

programs received continuing approval by the West Virginia Department of Education.

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

In the most recent follow-up studies of graduates, more then two hundred (207) graduates completed survey. Graduates were requested to note both the "Importance" and their level of "Preparation" as they relate to 10 program outcomes. The surveys 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.

i. Candidate Performance (Directly related to Learning Outcome-Objectives 3a-3n)

During the past year (2006-2007) five assessment points were collected within the Graduate Secondary Education program to measure the program objectives (outcomes) as 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 used to score the Portfolio itself, our candidates scored an average of **1,** with 1 being the highest, meaning **"Exceed Standards." (See attached Portfolio Rating Scale and Standards)**
- Using a 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 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, Prerequiste Skills and explicit Design Detail were areas needing some strengthening. (Objectives 3e, 3f, 3i, 3l) (See attached Teaching Unit Rubric)**
- PRAXIS-**(Directly related to Learning Outcomes-Objectives 3a-3n).** The most recent PRAXIS data available indicate a 62.5% passing by Math though Algebra I Secondary Education candidates and 80% passing in Middle Grades Education. (Only

Licensure Endorsement programs require the PRAXIS- SPECIAL NOTE: NCATE OUR ACCREDITATION AGENCY ACCEPTS 80% AS PASSING)

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

Component Area/Program/Discipline: Secondary 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.	Agreed to maintain current criteria and revisit each year to ensure a strong program.
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

3. Students will develop the necessary reflective and documentation skills to show evidence of the impact of their learning from this degree on their own student population. This is particularly importance as we move this process to a total electronic delivery. (Objectives 3a-3n)	Faculty Advisors Directors of Capstone Experience	Successful completion of CI 659 and CI 680 Evidence of descriptive, analytical and transformative reflective skills as observed in Unit Planning. Evidence of supportive evidence to documents the validity of their reflection. Portfolio Capstone experience	Grade of "Meeting Standard" or higher. Satisfactory progress toward degree. Completion of Capstone experience with faculty approval of written work.	Analysis of progress on standards within CI 659 and CI 680 Students who receive a grade "Not meeting Standard" are given opportunity to meet standard. The completion of the capstone experience is measured by a rubric.	On-going discussion by faculty on the merit of the portfolio capstone experience. Continued monitoring of Unit Plan Development Monthly program meetings have been used to discuss the monitoring of student on the Capstone experience.

4. Students will successfully pass the PRAXIS (Objectives 3a, 3b and 3d)	Math throuAlgebra I Faculty Middle Childhood Education Faculty	NCATE requires 80% passing rate	Utilization of Pre/Post Test within courses	Analysis of PRAXIS sub area to measure weaknesses	Change in coordinatorship, adjunct faculty and course skill development.
5.Students will strengthen their skills in identifying student strengths. (Objective 3h, 3j, 3m)	Faculty Field Supervisors	Faculty Field Supervisors	Level of "Proficiency"	Improve ranking to a level of 4 or higher on the scoring rubric.	Faculty consensus on specific attention to this.
6. Students will strengthen their skills on detail of planning. (Objective 3l)	Faculty Field Supervisors	Faculty Field Supervisors	Level of "Proficiency	Improve ranking to a level of 4 or higher on the scoring rubric.	Faculty consensus on specific attention to this.

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

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

Priorities for 2007-08

Continue development of technology-based graduate program/course delivery

- Implement e-degree program in ITL, MCE and ESL
- Develop e-based capstone experience course for Secondary Education

Continue development of collaborative relationships

- RESA's
- County 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, focus on the appropriateness of present Clinical Assessment for an e-based audience
- Prepare annual assessment reports for Secondary degree programs

Increase productivity in external grants/contracts

- Develop/submit 3 ITQ grant proposals
- Develop/submit Writing Project grant
- Expand 3rd party contracts with local systems

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 for the Middle Childhood, Library Media and English as a Second Language E-Based area of emphases.
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. Lesson 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 ____Secondary Education
AREA OF EMPHASIS: Math Through Algebra I

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. 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.

CORE COURSES (15 hrs)	**Course Name**	**Sem/Yr**	**Grade**	**Hours**	**Remarks**
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 600	Computing and Instructional Design	Fall, Spr, Smr		3	
Methods	Approved Methods Course (CIME 670)	Fall, Spr, Smr		3	
EDF 612 or CI 501 or CI 610	Educational Evaluation or Middle Childhood Curriculum or Secondary Ed: Curriculum in the Modern Sec School	Fall, Spr, Smr		3	
AREA OF EMPHASIS COURSES (18 hrs)					
CIME 555	Technical Mathematics for Mathematics Educators	Fall, Spr, Smr		3	
CIME 556	Finite Mathematics for Mathematics Educators	Fall, Spr, Smr		3	
CIME 650	Algebra for Mathematics Educators	Fall, Spr, Smr		3	
CIME 657	Precalculus for Mathematics Educators	Fall, Spr, Smr		3	
CIME 658	Geometry for Mathematics Educators	Fall, Spr, Smr		3	
CIEC 600**	Computing and Instructional Design	Fall, Spr, Smr		3	
CIME 670**	Teaching Mathematics	Fall, Spr, Smr		3	
CIME 675 or CIME 677	Superv Field Practicum/Sem in Math Grades 5-9 Superv Field Pract/Sem in Math Grades 5-12	Fall, Spr, Smr		3	
CAPSTONE EXPERIENCE (6 hrs)					
CI 659*	Symposium Elementary & Secondary Part I	Fall, Spr, Smr		3	
CI 680*	Symposium Elementary & Secondary Part 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: Middle Childhood Education

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. 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.

CORE COURSES (15 hrs)	**Course Name**	**Sem/Yr**	**Grade**	**Hours**	**Remarks**
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: Curriculum in the Modern Sec School	Fall, Spr, Smr		3	
AREA OF EMPHASIS COURSES (18 hrs)					
CI 501	Middle Childhood Curriculum	Fall, Spr, Smr		3	
CI 503	Methods & Materials of Teaching in the Middle Childhood Grades	Fall, Spr, Smr		3	
EDF 502	Psychology of the Middle Childhood Student	Fall, Spr, Smr		3	
CI 672	Practicum in Education	Fall, Spr, Smr		3	
Elective	(Advisor Approval) must be 600 level course	Fall, Spr, Smr		3	
Elective	(Advisor Approval) must be 600 level course	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: Educational Computing

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. 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.

CORE COURSES (15 hrs)	**Course Name**	**Sem/Yr**	**Grade**	**Hours**	**Remarks**
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	
CI623 or CI 624 or Methods	Instr Models & Assessment Techniques or Advanced Instructional Strategies or Approved Methods Course	Fall, Spr, Smr		3	
EDF 612	Educational Evaluation	Fall, Spr, Smr		3	
AREA OF EMPHASIS COURSES (18 hrs)					
CIEC 600	Computing and Instructional Design	Fall, Spr, Smr		3	
CIEC 610	Local Area Networks & Telecomm in the Sch	Fall, Spr, Smr		3	
CIEC 620	Software Evaluation and Selection	Fall, Spr, Smr		3	
CIEC 630	Authoring Systems and Multimedia	Fall, Spr, Smr		3	
CIEC 699	Final Project in Curriculum Area	Fall, Spr, Smr		3	
Elective	(Advisor Approval)	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

SCORING RUBRIC FOR TEACHING UNITS
MARSHALL UNIVERSITY
GRADUATE SCHOOL OF EDUCATION AND PROFESSIONAL DEVELOPMENT

ITEMS	3 (Proficient)	2 (Basic)	1(Not Yet Meeting Standard)
UNIT			
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: - unit title - grade level/class - number of days devoted to unit - unit objectives - unit overview - unit introduction - unit assessments - supplementary activities - bibliography - daily lesson plans	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.
Daily Lesson Plans			
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	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.

	achieve the lesson objectives.		
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 repeated in a rote manner.	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 repeated in a rote manner.
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	Each daily lesson	One daily plan may	More than one daily

Modifications for Diverse Learners Score:_____	plan indicates that day's specific modifications for various learning styles capabilities, cultures, and/or identified specialties.	contain modifications that are only moderately appropriate or are rote.	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: _____ Evaluator's Signature_____ Date_____

25-27 points = Excellent unit

21-24 points = Satisfactory unit

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

CI 680: SYMPOSIUM II
RATING SCALE
FOR
PORTFOLIO PRESENTATION

Student Name: _____

Assessor's Name: _____

Directions:
Please rate each element of the PowerPoint and Oral Presentation for the student's presentation of his/her portfolio. Use the following key to rate your responses:
1 - Strongly Agree
2 - Agree
3 - Disagree
4 - Strongly Disagree

Criteria	Rating
The *theme* is graphically represented and the presentation demonstrated a clear correlation to the portfolio.	**1 2 3 4**
The summary of the first selected principle reflected a spirit of improvement, new insights and impacts of change on his/her teaching. The first principle identified was: • _____	**1 2 3 4**
The summary of the second selected principle reflected a spirit of improvement, new insights and impacts of change on his/her teaching. The second principle identified was: • _____	**1 2 3 4**
The artifacts in the PowerPoint were correlated to the principles summarized.	**1 2 3 4**
The student summarized benefits and impact of this degree upon him/her as a lifelong learner some of which included: • _____ • _____ • _____	**1 2 3 4**

Comments on the Strengths of the Presentation
Comments on Areas of Improvement for the Presentation

MARSHALL UNIVERSITY GRADUATE COLLEGE

MIDDLE CHILDHOOD EDUCATION
PERFORMANCE ASSESSMENT INSTRUMENT

STUDENT: _____

ADDRESS: _____

_____

MUID: _____

COUNTY/SCHOOL: _____

BUSINESS PHONE: _____

Instructions: Each student enrolled in CI 672 must demonstrate satisfactory performance on each of the competencies listed below. Strategies for assessing each competency may include a product, classroom observation and/or interview. The student's level of performance on each competency is evaluated as (1) unsatisfactory, (2) basic, (3) proficient or (4) distinguished. The criteria used to determine the level of performance are described in detail on "A Framework for Professional Practice." The Cooperating School Professional and College Supervisor are asked to assess and evaluate each competency. A "Proficient" or "Distinguished" must be shown at least once, demonstrating professional growth through the practicum process.

DOMAINS AND COMPONENTS	***LEVELS OF COMPETENCE***			
	UNSAT.	**BASIC.**	**PROF.**	**DIST.**
DOMAIN 1: PLANNING AND PREPARATION				
1a. Demonstrates knowledge of content and pedagogy	_____	_____	_____	_____
1b. Demonstrates knowledge of students	_____	_____	_____	_____
1c. Selects instructional goals	_____	_____	_____	_____
1d. Demonstrates knowledge of resources	_____	_____	_____	_____
1e. Designs coherent instruction	_____	_____	_____	_____
1f. Assesses student learning	_____	_____	_____	_____

DOMAINS AND COMPONENTS	*LEVELS OF COMPETENCE*			
	UNSAT.	**BASIC.**	**PROF.**	**DIST.**
DOMAIN 2: THE CLASSROOM ENVIRONMENT				
2a. Creates and environment of respect and rapport	_____	_____	_____	_____
2b. Establishes a culture for learning	_____	_____	_____	_____
2c. Manages classroom procedures	_____	_____	_____	_____
2d. Manage student behavior	_____	_____	_____	_____
2e. Organizes physical space	_____	_____	_____	_____
DOMAIN 3: INSTRUCTION				
3a. Communicates clearly and accurately	_____	_____	_____	_____
3b. Uses questioning and discussion techniques	_____	_____	_____	_____
3c. Engages students in learning	_____	_____	_____	_____
3d. Provides feedback to students	_____	_____	_____	_____
3e. Demonstrates flexibility and responsiveness	_____	_____	_____	_____
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES				
4a. Reflects on teaching	_____	_____	_____	_____
4b. Maintains accurate records	_____	_____	_____	_____
4c. Communicates with families	_____	_____	_____	_____
4d. Contributes to the school and district	_____	_____	_____	_____
4e. Grows and develop professionally	_____	_____	_____	_____
4f. Show professionalism	_____	_____	_____	_____

The above named student has demonstrated satisfactory levels of performance on the Competencies for middle level educators as required for CI 672- Field Practice in Middle Level Education.

_____		_____	
College Supervisor	Date	Cooperating School Professional	Date

Standards for the Experienced Professional as a Specialist

Contents of the Portfolio

Section	Suggestions for Artifacts Demonstrating Competence
Table of Contents	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. Suggestions for Artifacts Demonstrating Competence: **INTASC:** Interstate New Teacher Assessment and Support Consortium. (1992). *Model Standards for Beginning Teacher Licensing, Assessment and Development: A Resource for State Dialogue.* Washington DC: CCSSO Available at http://www.ccsso.org/projects/Interstate_New_Teacher_Assessment_and_Support (Under Standards Development under Core Standards) **NBPTS:** National Board of Professional Teaching Standards. ***Five Core Propositions.*** Available at http://www.nbpts.org/standards/stds.cfm (Under Five Core Propositions)
Introductory Section:	This section of your portfolio should include: 1. Introduction: One page that highlights: • the organization of your portfolio. • any themes developed throughout the portfolio, which may include a focus on your particular area of emphasis. • generally what the reviewer is to expect. 2. Resume or biography • http://www.marshall.edu/career-service/advice/resume/default.asp • Guidelines for Resume 3. Personal Philosophy of Education: A 2-3 page statement that reflects your beliefs about: • teaching and learning. • Students. • knowledge (what is important for students to learn). See further instructions in this packet about how to write your philosophy. • other expectations and ideas. 4. Goals: Develop a set of your important professional development goals

	to be accomplished during your program. 5. A final copy of the plan of study must be included. 6. Portfolio Standards: Include a copy of the "Standards for the Teacher as a Practicing Professional".
Sections 1 - 8	**STANDARDS FOR THE TEACHER AS A PRACTICING PROFESSIONAL**
Principle 1 Content Knowledge	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. *Evidence that you* • know your subject matter. • can incorporate differing viewpoints about content. • engage students in generating and demonstrating knowledge. • make the content meaningful for students. *Examples of evidence:* Unit and lesson plans, student assignments, pictures of activities, reflective entries, supervisor comments etc. *Suggestions:* • INTASC Principle #2, p. 15 • NBPTS Proposition #2, p. 10-12
Principle 2 Human Developmen t and Learning	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. *Evidence that you* -- • choose developmentally appropriate content and strategies. • provide hands-on activities. • allow students to assume responsibility for learning. • encourage discussion and group work. • apply appropriate developmental theory. *Examples of evidence:* Unit and lesson plans, student work, videotape(s), pictures of activities, projects, etc.

	Suggestions: • INTASC Principle #2, p. 16-17 • NBPTS Proposition #1, p. 8-9
Principle 3 Diverse Learners	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. *Evidence that you* -- • treat all children equitably. • respect individual differences. • make provisions for students with particular learning needs. • know how to access appropriate services for exceptional needs. • include multiple perspectives in discussion of subject matter. • promote inter-cultural understanding. • respond to clues of distress among students and advocate for students, seeking outside help when needed. *Examples of evidence:* 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. *Suggestions:* • INTASC Principle #3, p. 19 • NBPTS Proposition #3, p. 13-15 and Proposition #1, p. 8-9
Principle 4 Planning	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. *Evidence that you* - • create short and long-range plans consistent with current learning theories. • create plans that recognize and address variation in teaming styles and performance levels.

	• plan for a broad range of instructional approaches including technologies. • consider student diversity when planning and adjusting plans for instruction. • evaluate teaching materials and resources used in plans. • incorporate authentic experiences into planning. • set clear expectations and standards for behavior. • organize and manage time, space, activities and attention. • promote respect for one another and for individual differences. *Examples of evidence*: Unit and lesson plans, classroom rules, examples of teaching materials, examples of adjustments of plans to meet individual needs, student work, reflective entries, etc. *Suggestions:* • INTASC Principle #7, p. 27-28 • NBPTS Proposition #5, p. 23-24
Principle 5 Instructional Strategies	The participant examines, applies, adapts, and evaluates a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance. *Evidence that you* -- • use a variety of instructional strategies. • include varied technologies. • select strategies based on instructional purposes. • select strategies that promote critical thinking, problem solving and performance. • monitor and adjust strategies based on feedback. • vary roles (i.e. instructor, facilitator, coach, and audience). • create a positive learning environment that promotes social interaction, active engagement, and self-motivation. • ask a variety of levels and types of questions. • use a variety of media communication tools (audio-visual aids, computers, etc). *Examples of evidence:* Unit and lesson plans, student work, revisions made to plans, pictures of strategies used, videotape(s), etc. *Suggestions:* • INTASC Principle #4, p. 21 and #6, p. 25-26 • NBPTS Proposition #3, p. 13-15
Principle 6	The participant examines and applies formal and informal assessment

Assessment	strategies to evaluate learners and to ensure continuous intellectual, social, and physical development. *Evidence that you* - • use a variety of assessment techniques (observation, portfolios of student work, tests, performance tasks, projects, student self-assessment, etc.). • involve students in self-assessment activities. • modify instruction based on assessment results. • align assessment with instructional goals. • maintain up-to-date and accurate records of student work and performance and communicate student progress. 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. *Suggestions:* • INTASC Principle #8, p. 30 • NBPTS Proposition #3, p. 13-15
Principle 7 Integration of Technology	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. *Evidence that you* - • integrate technology use into your classroom instruction. • use technology to enhance the learning experiences of students. • use technology for locate and develop classroom resources. • use technology to communicate with other education professionals and community members. • use technology to perform administrative functions (record keeping, typing reports, etc.). *Examples of evidence*: unit or lesson plans, computer generated materials, student work samples, correspondence, video clips, photographs, etc. *Suggestions:* • INTASC Principle #6, p. 25-26 and Principle #10, p. 34 • NBPTS Proposition #5, p. 18-19
Principle 8 Action Research	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

and Professional Growth	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. *Evidence that you* -- • 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. • seek out professional literature, colleagues and other resources to support professional development. • identify professional associations that offer opportunity for professional development. *Examples of evidence*: Inquiry documentation in solving a major classroom, student, 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. *Suggestions:* • INTASC Principle #4, p. 32 • NBPTS Proposition #4, p. 14-17
Conclusion	This section will include: • your final reflection based on the goals you set for yourself and your growth as a professional educator. • changes, if any, in philosophy and beliefs. •
Other	Put artifacts in this section which do not seem to fit elsewhere. **Be very selective.**
Presentation	The Presentation has three components: • The Final Portfolio itself • A PowerPoint Presentation • An Oral Presentation Guidelines for the Final Portfolio: • The three-inch notebook should include all of the above sections. • 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). • Each section should have a cover sheet denoting the title of the section. • Each section should have the Reflection and the Documentation supporting that reflection.

	Guidelines for the PowerPoint Presentation:
	• Identify a theme and support it with a image or picture(s).
	• Identify two principles that had the greatest impact of change on you as a teacher.
	• Address each principles with the following statements:
	  1. What differences I've made in my teaching because of this principle.
	  2. What this principle has reinforced in my teaching.
	  3. What benchmarks in the principle needed new insights and change.
	  4. What this principle says to art of teaching.
	• Identify at least three personal benefits of this degree.
	
	Guidelines for the Oral Presentation:
	• The presentation is limited to 10 minutes.
	• Briefly introduce yourself, your school, and grade level.
	• 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.