

**Elementary Education Program
Graduate Program Assessment
Annual Report
(2007-2008)**

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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 elementary education;
- c. Demonstrate the attitudes, knowledge and communication skills necessary to function effectively within the social setting of the school, community and society as a whole;
- d. Analyze, synthesize, evaluate, and apply research findings in an elementary educational setting;
- e. Demonstrate a basic understanding of the application of technology in elementary educational settings;
- f. Demonstrate an understanding of cultural diversity and the implications of these differences for elementary settings;

- g. Plan long-term instructional programs based on student interest, abilities, backgrounds, and aptitudes;
- h. Demonstrate self-direction to become an independent, self-confident professional with a commitment to continued professional growth and development and lifelong learning.

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

Item	03	03-04	04-05	05-06	06-07	07-08	Total
Applicants to program	17	18	22	16	37	43	153
Admitted to program	21	17	27	20	37	44	166
Graduates	74	51	33	18	12	10	198

3. Admission Test Scores

Students admitted to the Elementary Education Masters program during the past year had a mean Miller Analogy Test score of 398 and GRE mean scores of: Quantitative = 491 ; Verbal = 450.

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.

2007 – 2008 Core Courses/Capstone Courses

Semester	Course Sections	Enrollment	Student Credit Hours
Fall 2007	23	360	1080
Spring 2008	24	372	1116
Summer 2008	13	234	702

2007 – 2008 Specific Courses to Elementary Education

Semester	Course Sections	Enrollment	Student Credit Hours
Fall 2007	15	170	510
Spring 2008	14	178	534
Summer 2008	9	162	486

b. Third Party Contracts

Semester	Number
Fall 2007	80
Spring 2008	72
Summer 2008	74

c. Third Party Contract Programs

For this reporting period, the Elementary Education program had the following third party contract programs:

Boone County
Cabell County
Lincoln County
RESA VIII
The West Virginia Department of Education

d. Field Placements

The Elementary Education program had a total of two (2) sections of field placements during the 2007-2008 academic year within the Library Media Area of Emphasis. The most recent data indicates that our candidates averaged:

- “Unsatisfactory,”
- “Basic”
- “Proficient” – 44%
- “Distinguished” – 56% on Practicum Assessments.

e. Technology Utilization

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 15 full time faculty members. Currently the program is fully staffed with full time faculty. Each semester an average of 19 part time faculty are employed to assist in the delivery of the program as well as four faculty with shared appointments in other departments. Full time faculty maintain 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:

Boone County – Math through Algebra I-ITQ
Mercer County – Standards Based Math
Raleigh County – ITQ
RESA IV-ITQ
AMSP-MU

h. Program Approval Information

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

In the most recent follow-up studies of graduates, more than three hundred (311) 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 95% of the responding graduates rated the 10 programs outcomes as either “Moderately Important” or “Very Important.” More than 89% of the graduates participating in the survey, reported their preparation as either “Good” or “Excellent.” Responses were slightly lower for those outcomes related to “applying technology,” “understanding children with special needs,” “cultural pluralism,” and “communication.” These data provided guidance for the revision of the program.

Additionally, in the most recent Employer Follow-Up Study, 95%+ of the Employers indicated our graduates were “meeting standards” To being “exemplary” in all 10 outcome area which include:

- Knowledge base

- Communication
- Critical Thinking
- Human Growth and Development
- Special Needs Students
- Pluralism
- Technology
- Problem Solving
- Social Setting
- Professionalism

j. Candidate Performance

During the past year (2007-2008) two assessment points program wide were collected within the Graduate Elementary Education program, used to measure the learning outcomes specified in the Program Objectives listed above.

- Using the Rubric for our capstone experience, our candidates averaged a rating **1.70** by the faculty, with 1 being high, meaning the faculty 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, Planning and Assessment.**
- PRAXIS- . 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. Component / Course / Program Level

Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
Understand and apply the current knowledge base for working in elementary schools.	Dr. Celene Seymour, Program Coordinator Library Media	<ul style="list-style-type: none"> • Praxis • Capstone-Comprehensive Examination • Practicum Assessment 	<ul style="list-style-type: none"> • Must score 80% minimum • Must score 70% • Must Score Minimum of "Proficiency" 	<ul style="list-style-type: none"> • Area scored 100% • 100% Passed • Distinguished=56% Proficiency = 44% 	<p>Program date indicates it is on task. Must account for new growth.</p> <ul style="list-style-type: none"> • Expanding sections and faculty. • Recently changed catalog to acknowledge this program is for initially licensed teachers only.
Demonstrate skills in research methodology, problem solving, and critical thinking in relation to elementary education.					

II. Component / Course / Program Level

Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
Demonstrate the attitudes, knowledge, and communication skills necessary to function effectively within the social setting of the school, community and society as a whole.					
Analyze, synthesize, evaluate, and apply research findings in an elementary educational setting.					

II. Component / Course / Program Level

Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
<p>Demonstrate a basic understanding of the application of technology in an elementary school setting.</p>	<p>Dr. Lisa Heaton, Technology Program Coordinator and Faculty teaching Technology within Elementary/Secondary Education,</p>	<ul style="list-style-type: none"> • Faculty Capstone Assessment via Portfolio Presentation • Professional Education Unit Student Expectation Assessment • Employer Follow-up Study 	<ul style="list-style-type: none"> • Listed in as top two standard show most improvement • 80%+ listing as good to excellent preparation. • 80% acknowledges as meeting standards to exemplary 	<ul style="list-style-type: none"> • 80% of those presenting their Portfolio, acknowledges Technology was the field the saw significant improvement in their field • 84.6% acknowledge good to excellent preparation. • 96% of employers acknowledged this areas met their standards or was exemplary 	<p>Predicated on WVDE Policy 5202, CIEC 534, Application Software, has been added to all certificate and endorsement programs.</p>

II. Component / Course / Program Level

Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
<p>Demonstrate an understanding of cultural diversity and the implications of these differences for elementary setting.</p>	<p>Dr. Cal Meyer, Program Director for Elementary/Secondary Education</p>	<ul style="list-style-type: none"> • Employer Follow-up Survey • Professional Education Unit Student Expectation Assessment • Previous NCATE Review 	<ul style="list-style-type: none"> • 80% acknowledge as meeting standard to exemplary • 80% listing as good to excellent preparation • Minimum of “Acceptable” 	<ul style="list-style-type: none"> • 99% acknowledge as meeting standard to exemplary • 84.9% listing as good to excellent preparation • Met NCATE Standard 	<p>Adding sections of CI 559, Multicultural Influences, to our Online Degree. Seeking to expand program into new NCATE Standards.</p>
<p>Plan long-term instructional programs based on student interest, abilities, backgrounds, and aptitudes.</p>					

II. Component / Course / Program Level

Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
Demonstrate self-direction to become an independent, self-confident professional with a commitment to continued professional growth and development and lifelong learning.					

III. Strategic Areas of Focus for 2008-09 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 2008-09

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 in an online environment.
- Prepare annual assessment reports for Elementary degree programs
- Prepare SPA reports in preparation NCATE Reaccreditation.

Increase productivity in external grants/contracts

- Develop/submit 3 ITQ grant proposals
- Develop/submit Writing Project grant for continued funding
- Maintain and Expand 3rd party contracts

Increase external marketing/visibility for program area

- Identify new potential target populations
- Market e-degrees/professional development programs to the state and nationally via Websites, brochures and other effective means.

IV. Assistance Needed: As the program moved to full E-Based delivery, the program area became more proactive in the university's policy making for electronic delivery. With that change came the implementation of totally online Course Evaluations and the move to Vista 4. The changes require the level of IT Assistants we've been able to maintain this past year.

V. Lesson Learned

A. Improvements:

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

1. Implementation of E-Based delivery system with E-Based Capstone for all areas of emphasis.
2. Full implementation of an organized schedule rotation of courses.
3. Structured advisement to Program Coordinators, coordinating student Area of Emphasis with the right Coordinator of that emphasis.

B. Lessons Learned:

Electronic formatting is multi-faceted and requires both standards and policy. Formatting is far more than deciding content and process. With the state's mandate that Technology courses, meeting professional standards, must be implemented in all licensure programs, we've come to realize that the faculty must be involved at each level of development and be made aware of both the standards and the policing governing online delivery. This past year this program area took the following steps to insure such involvement:

1. Delegated greater involvement of the faculty into the design process of Core courses.
2. Secured faculty review and approval of the new capstone course CI 690.
3. Reported regularly the responsiveness of students with the online Course Evaluations.
4. Expanded the User's Meetings to include review of new software and new elements that can be use in program design.

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.

CORE COURSES (15 hrs) Course Name

Sem/Yr Grade Hours Remarks

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 Education: Curr in the Modern Sec School	Fall, Spr, Smr		3	

AREA OF EMPHASIS COURSES (18 hrs)

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 690 Capstone	Fall, Spr, Smr		3	
Elective	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.

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: 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

Categories of Evaluations	Consistently Exceeds Standards (5)	Exceeds some Standards (4)	Meets Standards (3)	Inconsistently Meets Standards (2)	Does Not Meet Standards (1)	
Writing Competence	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.	
Form	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 without adherence to student strengths. Can not be used by teachers and substitutes.	
Organization	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 a research based lesson plan format, incomplete or inadequate list of student strengths, goals, and objectives	
Style	Varied sentence structures & length. Precise, descriptive,	Varied sentence structure and length.	Use of varied sentence structure,	Sentence structure is awkward and unclear.	Sentence structure is ungrammatical.	

Categories of Evaluations	Consistently Exceeds Standards (5)	Exceeds some Standards (4)	Meets Standards (3)	Inconsistently Meets Standards (2)	Does Not Meet Standards (1)	
	detailed language.	Precise & descriptive language.	and descriptive language.	Language is vague.	Language is vague or incorrect.	
Development	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	
Mechanics	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	
Required Components						
Background Information	Extensive list of strengths and needs of the student using non-labeling language. Extensive list of prerequisite skills required to begin instruction on the unit.	Complete list of strengths and needs of the student using non-labeling language. Complete list of prerequisite skills required to begin instruction on the unit.	Provides a list of strengths & needs of students using non-labeling language. Provides a list of prerequisite skills required to begin instruction on unit.	Strengths and needs of child are limited and poorly written. Some prerequisite skills are listed, but are incorrect or inconsistent. Labeling language may be used.	Strengths and needs of the student and prerequisite skills for the 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	Each lesson plan includes a written objective based on the needs of the student with all of the components included and accurate; a detailed	Each lesson plan includes an objective based on the needs of the student; a list of materials; an introduction; an	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	Each lesson has an objective; list of materials; procedures for conducting the lesson and procedures for evaluating student performance that are	

Categories of Evaluations	Consistently Exceeds Standards (5)	Exceeds some Standards (4)	Meets Standards (3)	Inconsistently Meets Standards (2)	Does Not Meet Standards (1)	
	extensive, logical explanation of how to conduct the lesson; and extensive procedures for evaluating student performance.	list of materials; an introduction; a detailed, logical explanation of how to conduct the lesson; and detailed procedures for evaluating student performance.	explanation of how to conduct the lesson; and procedures for evaluating student performance	poorly written explanation of how to conduct the lesson and incomplete or unclear procedures for evaluating student performance.	incomplete, unclear or missing.	
Learning Centers/ Unit 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 System	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 inappropriately or absent from unit plan/learning center.	
Professional Presentation	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
Table of Contents	<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>INTASC: 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 http://www.ccsso.org/projects/Interstate New Teacher Assessment and Support (Under Standards Development under Core Standards)</p> <p>NBPTS: National Board of Professional Teaching Standards. <i>Five Core Propositions</i>. Available at http://www.nbpts.org/standards/stds.cfm (Under Five Core Propositions)</p>
Introductory Section:	<p>This section of your portfolio should include:</p> <ol style="list-style-type: none"> 1. Introduction: One page that highlights: <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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	<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><u>Evidence that you</u></p> <ul style="list-style-type: none"> • know your subject matter. • can incorporate differing viewpoints about content. • engage students in generating and demonstrating knowledge. • make the content meaningful for students. <p><u>Examples of evidence:</u> Unit and lesson plans, student assignments, pictures of activities, reflective entries, supervisor comments etc.</p> <p><u>Suggestions:</u></p> <ul style="list-style-type: none"> • INTASC Principle #2, p. 15 • NBPTS Proposition #2, p. 10-12
Principle 2 Human Development and Learning	<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><u>Evidence that you --</u></p> <ul style="list-style-type: none"> • 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. <p><u>Examples of evidence:</u> Unit and lesson plans, student work, videotape(s), pictures of activities, projects, etc.</p> <p><u>Suggestions:</u></p> <ul style="list-style-type: none"> • INTASC Principle #2, p. 16-17 • NBPTS Proposition #1, p. 8-9
Principle 3 Diverse	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

<p>Learners</p>	<p>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><u>Evidence that you --</u></p> <ul style="list-style-type: none"> • 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. <p><u>Examples of evidence:</u> 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><u>Suggestions:</u></p> <ul style="list-style-type: none"> • INTASC Principle #3, p. 19 • NBPTS Proposition #3, p. 13-15 and Proposition #1, p. 8-9
<p>Principle 4 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><u>Evidence that you -</u></p> <ul style="list-style-type: none"> • 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. <p><u>Examples of evidence:</u> 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><u>Suggestions:</u></p>

	<ul style="list-style-type: none"> • INTASC Principle #7, p. 27-28 • NBPTS Proposition #5, p. 23-24
<p>Principle 5 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><u>Evidence that you --</u></p> <ul style="list-style-type: none"> • 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). <p><u>Examples of evidence:</u> Unit and lesson plans, student work, revisions made to plans, pictures of strategies used, videotape(s), etc.</p> <p><u>Suggestions:</u></p> <ul style="list-style-type: none"> • INTASC Principle #4, p. 21 and #6, p. 25-26 • NBPTS Proposition #3, p. 13-15
<p>Principle 6 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><u>Evidence that you -</u></p> <ul style="list-style-type: none"> • 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. <p><u>Examples of evidence:</u> 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"> • INTASC Principle #8, p. 30

	<ul style="list-style-type: none"> • NBPTS Proposition #3, p. 13-15
<p>Principle 7 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"> • 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.). <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"> • INTASC Principle #6, p. 25-26 and Principle #10, p. 34 • NBPTS Proposition #5, p. 18-19
<p>Principle 8 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"> • 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. <p><u>Examples of evidence:</u> 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.</p> <p><u>Suggestions:</u></p> <ul style="list-style-type: none"> • INTASC Principle #4, p. 32 • NBPTS Proposition #4, p. 14-17

Conclusion	<p>This section will include:</p> <ul style="list-style-type: none"> • 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	<p>Put artifacts in this section which do not seem to fit elsewhere. Be very selective.</p>
Presentation	<p>The Presentation has three components:</p> <ul style="list-style-type: none"> • The Final Portfolio itself • A PowerPoint Presentation • An Oral Presentation <p>Guidelines for the Final Portfolio:</p> <ul style="list-style-type: none"> • 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. <p>Guidelines for the PowerPoint Presentation:</p> <ul style="list-style-type: none"> • 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: <ol style="list-style-type: none"> 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. <p>Guidelines for the Oral Presentation:</p> <ul style="list-style-type: none"> • 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.