

**Marshall University  
College of Education and Human Services**

# **Assessment Report 2008-2009 School of Education (SOE)**



## **BA Secondary Education**

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B. A. in Secondary Education  
College of Education and Human Services  
Marshall University  
2008-2009

The undergraduate Bachelor of Arts degree provides degree recipients with certification to teach in Secondary schools, and is based on the West Virginia Department of Education Standards for Teacher Certification. The Standards for Teacher Certification are the standards in which initial candidates must display competence in order to progress through the teacher preparation program and graduate. The ten standards were created from standards of several state and national organizations. These organizations include standards from the institution, Interstate New Teacher Assessment and Support Consortium (INTASC), National Council for the Accreditation of Teacher Education (NCATE), National Board for Professional Teaching Standards (NBPTS), and West Virginia Department of Education (WVDE). The Standards for Teacher Certification reflect what a teacher should know and be able to do upon graduation from the Marshall University teacher preparation program and constitute the program learning outcomes for the undergraduate teacher candidate.

As part of the School of Education's (SOE) efforts to continually improve our degree programs the unit has a Leadership Team committee. This committee is made up of the Associate Dean of Academic Programs (ex-officio), Associate Dean of Student Support Services (ex-officio), SOE chair, Program coordinators, and the Director of Clinical Experiences (ex-officio). The committee meets twice monthly to discuss issues pertaining to the education program and students. The committee makes recommendations to the Chair or appropriate college committees based on assessment and other data.

### **I. Program Student Learning Outcomes (aka Standards for Teacher Certification)**

The ten standards for used for student learning outcomes:

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

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

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

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

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

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

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

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

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

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

## II Assessment Activities

### Assessment of Program's Student Learning Outcomes for the Bachelor of Arts degree in Secondary Education 2008-2009

#### Types of Assessments

In order to measure effectiveness throughout the Secondary education program students are assessed by a series performance tasks culminating in the capstone experience of student teaching. The Table 1 outlines the tasks and the class in which they are performed; Appendix A shows the scoring rubric for the student teaching capstone experience, and Appendix B shows the results of the capstone evaluation for the 2008-2009 academic year.

**Table 1. Performance Tasks for Secondary Education Students**

<b>Course</b>	<b>Course Title</b>	<b>Performance task</b>
EDF 218	Child and Adolescent Development in Schools	Case Study
EDF 270	Level I Clinical Experience	Successful completion of assignments
EDF 319	Applications of Learning Theory	Research Critique
CI 350	Instructional Technology and Computing	Lesson plan with technology integration
CI 442	Instructional and Classroom Management	Management portfolio
CISP 421	Special Education: Children with Exceptionalities	Diversity tutoring project
CI 470	Level II Clinical Experience	Successful completion of assignments
EDF 475	Schools in a Diverse Society	Belief Statement about Teaching and Learning
CI 450	Student Teaching – Secondary	Successful completion of clinical and oral capstone presentation

The following pages show how these and other program learning student outcomes are used in relation to the ten Standards for Teacher Certification.

Program's Student Learning Outcomes	Assessment Measures	Benchmarks	Results	Analysis/Planned Actions
<p><b>Standard 1. Content Knowledge:</b> The teacher critically examines the central concepts, tools of inquiry, and structures of the discipline to be taught to make learning meaningful for students; uses national standards and West Virginia Content Standards and Objectives appropriate to the content.</p>	<p>Praxis I - Pre-Professional Skills Test (PPST) scores</p> <p>Performance assessments in three school-based clinical experiences</p> <p>Student Teaching Portfolio</p> <p>Praxis II Content Test Scores</p> <p>Praxis II Principals of Learning and Teaching test scores</p>	<p>Passing score</p> <p>Successful completion of all coursework and clinical experiences. Students are required to repeat experiences that are not satisfactory.</p> <p>Portfolio and oral presentation of findings</p> <p>Passing score</p> <p>Passing score</p>	<p>All graduates have successfully completed required clinical and coursework, maintained required GPAs, and passed Praxis I &amp; II</p> <p>All graduates have scored a satisfactory or better on all school-based clinical experiences</p> <p>All graduates have received a satisfactory or better on their portfolio and oral capstone</p>	<p>Data from assessments are reviewed each semester by the School of Education Leadership Team, made up of program coordinators, deans, and the SOE chair.</p> <p>In addition, the SOE unit has a committee of liaisons with content areas (math, science, etc.) to work through issues involving student content knowledge.</p>

Program's Student Learning Outcomes	Assessment Measures	Benchmarks	Results	Analysis/Planned Actions
<p><b>Standard 2. Human Development and Learning:</b> The teacher analyzes how children learn and develop and provides learning opportunities for intellectual, social, and personal development.</p>	<p>EDF 218 Case Study performance task</p> <p>EDF 319 Research Critique performance task</p> <p>Student Teaching Portfolio</p> <p>Praxis II Principals of Learning and Teaching test scores</p>	<p>Satisfactory or better grade</p> <p>Satisfactory or better grade</p> <p>Portfolio and oral presentation of findings</p> <p>Passing score</p>	<p>Students must score at a Satisfactory level on this assignment to pass course.</p> <p>Students must score at a Satisfactory level on the assignment to pass course.</p> <p>100% of graduates have scored a satisfactory or higher.</p> <p>100% of graduates have passed exam.</p>	<p>Data from assessments are reviewed each semester by the School of Education Leadership Team, made up of program coordinators, deans, and the SOE chair.</p>

Program's Student Learning Outcomes	Assessment Measures	Benchmarks	Results	Analysis/Planned Actions
<p><b>Standard 3. Diverse Learners:</b> The teacher appraises differences in learning and creates instructional opportunities adapted to diverse learners.</p>	<p>CISP 421 performance task</p> <p>EDF 475 performance task</p> <p>Student Teaching Portfolio</p> <p>Praxis II Principals of Learning and Teaching test scores</p>	<p>Diversity tutoring project</p> <p>Belief statement about teaching and learning</p> <p>Portfolio and oral presentation of findings</p> <p>Passing score</p>	<p>Students must score at a Satisfactory level on this assignment to pass course.</p> <p>Students must score at a Satisfactory level on this assignment to pass course.</p> <p>100% of graduates have scored a satisfactory or higher.</p> <p>100% of graduates passed exam</p>	<p>Data from assessments are reviewed each semester by the School of Education Leadership Team, made up of program coordinators, deans, and the SOE chair.</p>

Program's Student Learning Outcomes	Assessment Measures	Benchmarks	Results	Analysis/Planned Actions
<p><b>Standard 4.</b>  <b>Instructional Strategies:</b>            The teacher examines, applies, adapts, and evaluates a variety of instructional strategies, including technology, to encourage students' development of critical thinking, problem solving, and performance skills.</p>	<p>CI 350 performance task</p> <p>Student Teaching Portfolio</p>	<p>Unit plan with technology integration, critical thinking, and performance skills</p> <p>Portfolio and oral presentation of findings</p>	<p>Students must score at a Satisfactory level on this assignment to pass course.</p> <p>100% of graduates have scored a satisfactory or higher.</p>	<p>Data from assessments are reviewed each semester by the School of Education Leadership Team, made up of program coordinators, deans, and the SOE chair.</p>

Program's Student Learning Outcomes	Assessment Measures	Benchmarks	Results	Analysis/Planned Actions
<p><b>Standard 5. Learning Environment:</b> The teacher integrates a critical understanding of individual and group motivation and behavior to create a positive learning environment with social interaction, active engagement, and self-motivation.</p>	<p>EDF 218 performance task</p> <p>EDF 319 performance task</p> <p>CI 449 performance task</p> <p>Student Teaching Portfolio</p> <p>Praxis II Principals of Learning and Teaching test scores</p>	<p>Case study</p> <p>Research critique</p> <p>Management portfolio</p> <p>Portfolio and oral presentation of findings</p> <p>Passing score</p>	<p>Students must score at a Satisfactory level on this assignment to pass course.</p> <p>Students must score at a Satisfactory level on this assignment to pass course.</p> <p>Students must score at a Satisfactory level on this assignment to pass course.</p> <p>100% of graduates have scored a satisfactory or higher.</p> <p>100% of graduates passed exam</p>	<p>Data from assessments are reviewed each semester by the School of Education Leadership Team, made up of program coordinators, deans, and the SOE chair.</p>

Program's Student Learning Outcomes	Assessment Measures	Benchmarks	Results	Analysis/Planned Actions
<p><b>Standard 6. Communication:</b> The teacher uses effective verbal, nonverbal, and media communication techniques to cultivate inquiry, collaboration, and supportive interaction in the classroom.</p>	<p>Performance assessments in three school-based clinical experiences</p> <p>Student Teaching Portfolio</p>	<p>Successful completion of all coursework and clinical experiences.</p> <p>Portfolio and oral presentation of findings</p>	<p>All graduates have scored a satisfactory or better on all school-based clinical experiences</p> <p>100% of graduates have scored a satisfactory or higher.</p>	<p>Data from assessments are reviewed each semester by the School of Education Leadership Team, made up of program coordinators, deans, and the SOE chair.</p>

Program's Student Learning Outcomes	Assessment Measures	Benchmarks	Results	Analysis/Planned Actions
<p><b>Standard 7. Planning:</b> The teacher plans instruction based upon critical understanding of subject matter, students, the community, and the West Virginia Content Standards and Objectives.</p>	<p>CI 350 performance task</p> <p>CISP 421 performance task</p> <p>Performance assessments in three school-based clinical experiences</p> <p>Student Teaching Portfolio</p>	<p>Unit plan with technology integration, critical thinking, and performance skills</p> <p>Diversity tutoring project</p> <p>Successful completion of all coursework and clinical experiences.</p> <p>Portfolio and oral presentation of findings</p>	<p>Students must score at a Satisfactory level on this assignment to pass course.</p> <p>Students must score at a Satisfactory level on this assignment to pass course.</p> <p>All graduates have scored a satisfactory or better on all school-based clinical experiences</p> <p>100% of graduates have scored a satisfactory or higher.</p>	<p>Data from assessments are reviewed each semester by the School of Education Leadership Team, made up of program coordinators, deans, and the SOE chair.</p>

Program's Student Learning Outcomes	Assessment Measures	Benchmarks	Results	Analysis/Planned Actions
<p><b>Standard 8.</b>  <b>Assessment:</b> The teacher examines and applies formal and informal assessment strategies to evaluate learners and to ensure continuous intellectual social, and physical development.</p>	<p>CI 350 performance task</p> <p>CISP 421 performance task</p> <p>Performance assessments in three school-based clinical experiences</p> <p>Student Teaching Portfolio</p>	<p>Unit plan with technology integration, critical thinking, and performance skills</p> <p>Diversity tutoring project</p> <p>Successful completion of all coursework and clinical experiences.</p> <p>Portfolio and oral presentation of findings</p>	<p>Students must score at a Satisfactory level on this assignment to pass course.</p> <p>Students must score at a Satisfactory level on this assignment to pass course.</p> <p>All graduates have scored a satisfactory or better on all school-based clinical experiences</p> <p>100% of graduates have scored a satisfactory or higher.</p>	<p>Data from assessments are reviewed each semester by the School of Education Leadership Team, made up of program coordinators, deans, and the SOE chair.</p>

Program's Student Learning Outcomes	Assessment Measures	Benchmarks	Results	Analysis/Planned Actions
<p><b>Standard 9. Reflective Teaching/Professional Growth:</b> The teacher is a reflective practitioner who evaluates the effects of his or her choices and actions on others and seeks opportunities to grow professionally.</p>	<p>EDF 475 performance task</p> <p>Student Teaching Portfolio</p>	<p>Belief statement about teaching and learning</p> <p>Portfolio and oral presentation of findings</p>	<p>Students must score at a Satisfactory level on this assignment to pass course.</p> <p>100% of graduates have scored a satisfactory or higher.</p>	<p>Data from assessments are reviewed each semester by the School of Education Leadership Team, made up of program coordinators, deans, and the SOE chair.</p>

Program's Student Learning Outcomes	Assessment Measures	Benchmarks	Results	Analysis/Planned Actions
<p><b>Standard 10. Professional Relationships:</b> The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p>	<p>Performance assessments in three school-based clinical experiences</p> <p>Student Teaching Portfolio</p>	<p>Successful completion of all coursework and clinical experiences.</p> <p>Portfolio and oral presentation of findings</p>	<p>All graduates have scored a satisfactory or better on all school-based clinical experiences</p> <p>100% of graduates have scored a satisfactory or higher.</p>	<p>Data from assessments are reviewed each semester by the School of Education Leadership Team, made up of program coordinators, deans, and the SOE chair.</p>

# APPENDIX A

## Candidate Performance Data

Semester \_\_\_\_\_ Year \_\_\_\_\_

Days Absent \_\_\_\_\_ Times Tardy \_\_\_\_\_

## LEVEL III CLINICAL EXPERIENCE (STUDENT TEACHING) EVALUATION FORM

Teacher Candidate: \_\_\_\_\_ ID Number: \_\_\_\_\_  
Last      First      Middle      Maiden

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

E-mail Address: \_\_\_\_\_ Undergraduate \_\_\_\_\_ Graduate \_\_\_\_\_

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

Grade Level: \_\_\_\_\_ Subject Taught: \_\_\_\_\_ No. of weeks: \_\_\_\_\_

Subject Specialization(s): \_\_\_\_\_

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

**D = Distinguished:** *Teacher candidate's performance is outstanding, demonstrating initiative and creativity, above and beyond what is required.*

**P = Proficient:** *Teacher candidate will be able to work well independently as a teacher while actively engaging students in learning.*

**B = Basic:** *Teacher candidate has achieved a minimum level of performance and will need modest support and practice in order to develop full professional competence.*

**U = Unsatisfactory:** *Teacher candidate exhibits inadequate skills, therefore requiring significant growth and practice before being eligible for certification.*

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



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

Teacher Candidate \_\_\_\_\_ Specialization \_\_\_\_\_  
 \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_ Graduate \_\_\_\_\_  
 Undergraduate \_\_\_\_\_

### STANDARD #1 - CONTENT

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

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

D. The teacher engages students in generating and testing knowledge according to the methods of inquiry within the discipline.			
Facilitates content-specific opportunities to generate and test knowledge.	Supports student inquiry and testing of knowledge.	Displays general knowledge of inquiry strategies appropriate to the discipline.	Fails to recognize opportunities for inquiry within the discipline.

## **STANDARD #2 - HUMAN DEVELOPMENT AND LEARNING**

**The teacher analyzes how children learn and develop and provides learning opportunities for intellectual, social, and personal development.**

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

D. The teacher encourages students to assume responsibility for shaping their learning tasks.			
Actively involves students in activities that allow them to assume responsibility for shaping their own learning.	Encourages students to assume responsibility for shaping their learning tasks.	Sometimes encourages students to participate in shaping their learning tasks.	Fails to encourage students to be involved in shaping their learning tasks.

### **STANDARD #3 - DIVERSE LEARNERS**

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

A. The teacher designs instruction based on respect for students' differing learning styles, multiple intelligences, and performance modes and the belief that all children can learn.			
DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
Uses creativity in designing a variety of instructional strategies that provide for differences in learning styles, multiple intelligences, and performance modes.	Designs instruction that provides for differences in learning styles, multiple intelligences, and performance modes.	Designs instruction that sometimes provides for differences in learning styles, multiple intelligences, and performance modes.	Ignores or is unfamiliar with differences in students' learning styles, multiple intelligences, and performance modes.
B. The teacher appreciates and values human diversity and treats all students equitably; creates a learning community in which individual differences are respected.			
Creates a learning community where all students are valued and treated equitably; students and teacher demonstrate genuine caring and respect for one another.	Creates a learning community where all students are treated equitably and teacher and students treat each other with respect.	Creates a learning community where most students are treated equitably; students do not behave negatively toward one another.	Reacts to at least some students in negative and demeaning ways; fails to recognize human diversity; demonstrates lack of respect for students.

C. The teacher makes appropriate provisions for individual students who have particular learning needs; identifies when and how to access appropriate services or resources to meet exceptional learning needs.			
Provides ample, appropriate adaptations for students with special learning needs; actively seeks services and resources to meet individual learning needs.	Makes appropriate provisions for students who have special learning needs; identifies when and how to access services and resources to meet learning needs.	Occasionally varies methods, materials and time to meet special learning differences; generally identifies when and how to access special services for students.	Usually teaches in a group-directed way with little or no variations in time and circumstances for learning; has little knowledge of services for special needs students.
D. The teacher uses cultural diversity and individual student experiences to enrich instruction; brings multiple perspectives to the discussion of subject matter.			
Values and celebrates cultural diversity; uses the community, student experiences and families to provide culturally rich experiences for students.	Uses cultural diversity and individual student experiences to bring multiple perspectives to the curriculum.	Uses a limited number of individual student experiences to bring some perspectives to the curriculum.	Ignores opportunities to bring multiple cultural perspectives to the curriculum.

## **STANDARD #4 - INSTRUCTIONAL STRATEGIES**

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

A. The teacher uses a variety of instructional strategies, including current technology, that allow students to: 1) explore concepts and develop an in-depth understanding of content; 2) engage in active learning, creative and critical thinking, problem solving, conceptual understanding and performance.			
<b>DISTINGUISHED</b>	<b>PROFICIENT</b>	<b>BASIC</b>	<b>UNSATISFACTORY</b>
Critically examines teaching strategies in selecting those that promote active engagement, the use of computer technology, creative and critical thinking, problem solving, and performance skills.	Uses a variety of teaching strategies that allow students to utilize computer technology, engage in active, hands-on, learning experiences, critical thinking, problem solving and performance skills.	Mixes instructional approaches and designs some activities that allow students to utilize computer technology, engage in active hands-on, learning experiences, critical thinking, problem solving and performance skills.	Usually relies on one or two approaches; students are largely passive recipients of information.

<p>B. The teacher chooses alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs; constantly monitors and adjusts strategies in response to feedback.</p>			
<p>Evaluates and chooses alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs; constantly monitors and adjusts strategies in response to feedback.</p>	<p>Chooses teaching strategies and materials appropriate to objectives and student needs; usually monitors and adjusts strategies in response to feedback.</p>	<p>Increasingly matches strategies with instructional goals and student needs; sometimes adjusts strategies in response to feedback.</p>	<p>Usually uses one favorite style, strategy, and/or standardized guide to achieve instructional purposes; fails to adjust strategies based on feedback.</p>
<p>C. The teacher uses a range of questioning techniques to promote different levels of understanding; promotes students' awareness of their own thought processes and how to use reflection to build new understandings.</p>			
<p>Utilizes Socratic and other questioning strategies to promote higher levels of thinking and reflection on student thinking processes.</p>	<p>Uses various questioning techniques to promote different levels of understanding and awareness of student thinking processes.</p>	<p>Usually uses questions to promote understanding above the comprehension level.</p>	<p>Questions are usually of poor quality and fail to promote thinking and understanding above the comprehension level.</p>
<p>D. The teacher varies the teacher's role in the instructional process (e.g. instructor, facilitator, coach, and audience) in relation to the content and purposes of instruction and the needs of students.</p>			
<p>Consistently varies the teacher's role in the instructional process in relation to the content, purposes of instruction and the needs of the students.</p>	<p>Plays the roles of instructor, facilitator, coach, audience, etc., in the instructional process in relation to the content, purposes of instruction and needs of students.</p>	<p>Is inconsistent in varying the role of the teacher in the instructional process.</p>	<p>Predominately adheres to the role of instructor in the instructional process.</p>

## **STANDARD #5 - LEARNING ENVIRONMENT**

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

A. The teacher establishes a smoothly functioning learning community where students: 1) participate in decision making and in setting clear expectations and standards of behavior; 2) assume responsibility for themselves and one another; 3) work both independently and collaboratively; 4) engage in purposeful learning activities; and 5) help create a positive classroom climate.			
DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
Consistently maintains a positive classroom climate by actively involving students in decision-making and standard-setting; helping students assume responsibility for self and others; encouraging independent and collaborative work; and engaging students in purposeful work and meaningful activities.	Works with students to create a positive classroom climate by allowing students to participate in decision-making and standard-setting; helping students assume responsibility for self and others; encouraging independent and collaborative work; and engaging students in purposeful work and meaningful activities.	Inconsistently creates a positive classroom climate; students sometimes participate in decision making; students sometimes engage in collaborative work and meaningful learning activities.	Fails to maintain a positive classroom climate where collaboration and meaningful learning can take place.
B. The teacher helps students develop the motivation to achieve by, for example, relating lessons to their interests, allowing students to have choices in their learning, and providing opportunities to students to pursue problems that are meaningful to them; maximizes class time spent in learning.			
Actively promotes development of motivation to achieve by involving students in purposeful activities and problem solving situations that are relevant and meaningful.	Provides opportunities for development of motivation to achieve by usually involving students in purposeful activities, problem solving situations, and relevant and meaningful activities.	Inconsistently helps students develop motivation to achieve.	Makes little or no effort to provide opportunities to develop motivation to achieve.

C. The teacher organizes and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.			
Maintains a smoothly running classroom where utilization of resources of time, space, activities and attention are maximized and focus is on active engagement of students in productive tasks.	Organizes, allocates and manages the resources of time, space, activities, and attention to promote active engagement of students in productive tasks; and maximizes class time spent in learning.	Seems able to organize and manage resources of time, space, activities and attention; and attempts to maximize class time spent in learning.	Seems unable to organize and manage resources of time, space, activities and attention; and wastes valuable class time.
D. The teacher is responsive to student behavior and sensitive to students' individual needs; uses effective strategies for managing behavior and referring serious misbehavior.			
Responds to behavior in highly effective and sensitive manner to meet students' individual needs; knows procedures for referring serious misbehavior.	Responds to behavior in an effective and generally sensitive manner to meet students' individual needs; knows procedures for referring serious misbehavior.	Shows some ability to respond in effective and sensitive ways; generally knows procedures for referring students.	Responds to behavior in ineffective and/or insensitive ways; fails to take responsibility for understanding referral procedures.

## **STANDARD #6 - COMMUNICATION**

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

A. The teacher models a variety of effective communication strategies (models accurate and grammatically correct language, restates ideas and draws connections, using visual, aural, and kinesthetic cues, etc.), and being sensitive to nonverbal cues given and received.			
<b>DISTINGUISHED</b>	<b>PROFICIENT</b>	<b>BASIC</b>	<b>UNSATISFACTORY</b>
Uses spoken and written language in an articulate, clear, and grammatically correct way; uses various communication tools (restating ideas, questioning, drawing conclusions, etc.) to promote effective communication.	Uses spoken and written language that is clear and grammatically correct; uses a variety of communication tools.	Speaks in an audible tone, makes few grammatical errors in written and spoken language; attempts to use several communication tools.	Speaks in an unclear or inaudible voice; written and spoken language contain many grammatical errors, few communication tools are used.

B. The teacher supports and expands learner expression in speaking and writing, and uses media communication tools, including audio-visual aids and computers, to enrich learning opportunities.			
Is creative in finding ways for students to express themselves in spoken and written language; uses media tools (audio-visual aids, computers, etc.) extensively to enrich learning opportunities.	Provides opportunities for student expression in spoken and written language; uses media tools to enrich learning opportunities.	Inconsistently provides ways for students to express themselves in spoken and written language; incorporates some media tools.	Written and spoken assignments for students generally call for short sentences or words. Little opportunity is given for students to express their thinking utilizing media tools.
C. The teacher asks a variety of levels of questions to stimulate discussion and critical thinking.			
Skillfully engages students in discussion, critical thinking, listening, and responding by asking a variety of levels of high quality questions.	Engages students in discussion, critical thinking, listening, and responding by asking a variety of levels of high quality questions.	Involves few students in discussions; most questions call for lower level thinking skills.	Attempts to engage students in discussion with little success.
D. The teacher demonstrates appropriate listening and responding skills.			
Actively involves students in acquiring listening and responding skills that enhance interpersonal communication.	Models listening and responding skills that enhance interpersonal communication.	Inconsistently models appropriate listening and responding skills.	Frequently fails to model appropriate listening and responding skills.

## **STANDARD #7 - PLANNING**

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

A. The teacher creates and communicates short and long range plans based on curriculum standards and the West Virginia Content Standards and Objectives that: 1) include a variety of teaching strategies and accurate and useful learning materials; 2) engage students in the teaching and learning process; and 3) incorporate reading strategies into the instructional process.			
<b>DISTINGUISHED</b>	<b>PROFICIENT</b>	<b>BASIC</b>	<b>UNSATISFACTORY</b>
Creates excellent long and short term plans based on curriculum standards and state CSOs, which incorporate a variety of strategies and	Creates short and long-range plans based on curriculum standards and state CSOs that include appropriate strategies and materials, actively involve	Creates short and long range plans that inconsistently integrate state CSOs; involve students in learning and promote reading skills.	Fails to create short and long range plans or plans only minimally integrate some CSOs; seldom includes active learning or reading activities.

A. The teacher creates and communicates short and long range plans based on curriculum standards and the West Virginia Content Standards and Objectives that: 1) include a variety of teaching strategies and accurate and useful learning materials; 2) engage students in the teaching and learning process; and 3) incorporate reading strategies into the instructional process.			
materials, actively involve students in learning, and promote reading skills.	students, and promote reading skills.		
B. The teacher uses student prior knowledge and theories of learning and teaching to plan relevant, authentic experiences; communicates expected learning outcomes and performance levels.			
Uses student prior knowledge and a thorough knowledge of theories of learning and teaching in planning relevant, authentic learning experiences; communicates expected learning outcomes and performance levels.	Uses student prior knowledge to plan relevant, authentic learning experiences; communicates expected learning outcomes and performance levels.	Inconsistently uses awareness of student prior knowledge to plan learning experiences; usually communicates learning outcomes and performance levels.	Shows little understanding of how students learn; fails to plan relevant and authentic learning experiences or communicate expectations.
C. The teacher demonstrates the ability to integrate academic and vocational concepts and incorporate related career information, workplace skills and attitudes when appropriate.			
Creates plans that creatively and effectively integrate academic and vocational concepts; actively involves students in seeking career information and developing workplace skills and attitudes as appropriate.	Devises plans that integrate academic and vocational concepts, career information workplace skills and attitudes as appropriate.	Devises plans that sometimes integrate vocational concepts, career information, workplace skills and attitudes as appropriate.	Fails to devise plans that integrate academic and vocational concepts, career information, workplace skills, and attitudes as appropriate.
D. The teacher systematically adjusts plans to meet student needs and enhance learning.			
Effectively monitors student learning; systematically and creatively adjusts plans to meet student needs and enhance learning.	Monitors student learning and adjusts plans to meet student needs and enhance learning.	Usually is aware of student learning and can adjust plans to meet student needs and enhance learning.	Shows little awareness of need to adjust plans to meet student needs and enhance learning.

## **STANDARD #8 - ASSESSMENT**

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

A. The teacher uses a variety of assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) aligned with goals and objectives to measure student understanding, progress, and performance.			
DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
Is creative in designing a variety of assessment techniques to measure student understanding, progress, and performance; aligns techniques with goals and objectives.	Uses a variety of formal and informal assessment strategies to measure student understanding, progress and performance; aligns techniques with goals and objectives.	Usually uses assessment techniques to measure student understanding, progress and performance; usually aligns techniques with goals and objectives.	Relies on pencil-paper assessments of understanding or fails to assess performance; fails to align techniques with goals and objectives.
B. The teacher uses assessment strategies and results, including the results of the West Virginia Testing Program, to diagnose student learning needs as a basis for designing instruction in order to enhance student learning.			
Actively utilizes results of state testing program(s) and a variety of classroom assessments to design and adjust instruction based on student needs.	Uses state testing programs and classroom assessments to design and adjust instruction based on student needs.	Inconsistently uses assessment results to design and adjust instruction based on student needs.	Fails to use assessment results to design and adjust instruction based on student needs.
C. The teacher evaluates the effect of class activities through observation of classroom interactions, questioning, and analysis of student work; modifies instruction based on assessment results.			
Continuously utilizes observations, questioning, and analysis of student work to evaluate the effectiveness of classroom activities and creatively modify instruction.	Utilizes observations, questioning, and student work to evaluate the effectiveness of classroom activities and make adjustments to instruction.	Inconsistently uses observations, questioning, and student work to evaluate the effectiveness of classroom activities; sometimes makes adjustments to instruction.	Fails to use questioning, observations, and student work to evaluate the effectiveness of classroom activities; seldom adjusts instruction.
D. The teacher maintains useful and accurate records of student work and performance and communicates student progress, incorporating technology when appropriate.			
Designs and uses an effective	Maintains and communicates	Inconsistently maintains accurate	Fails to maintain and communicate accurate

D. The teacher maintains useful and accurate records of student work and performance and communicates student progress, incorporating technology when appropriate.			
system for maintaining accurate records of student work and performance; communicates to the student, parents and school officials.	accurate records of student work, performance, and progress; usually communicates student progress.	records of student work, performance and progress; sometimes communicates student progress.	records of student work, performance and progress.

## **STANDARD #9 - REFLECTIVE TEACHING/PROFESSIONAL GROWTH**

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

A. The teacher uses classroom observation, information about students, as well as theories and research as bases for reflection on teaching and learning and for revising practice.			
DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
Makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, using specific classroom observation, information about students and research as a basis for reflection and revision.	Makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment	Has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Fails to examine teaching; misjudges whether lessons were effective or achieved their goals.
B. The teacher seeks out professional literature, colleagues, and other resources including technology resources to support his/her own professional development as a learner and a teacher.			
Consistently utilizes professional literature, colleagues, and other resources in his/her development as a learner and teacher.	Seeks out professional literature, colleagues, or other resources to support professional development as a learner and teacher.	Uses some resources to support professional development.	Engages in little or no professional development activities to enhance learning and teaching.

C. The teacher draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas.			
Works actively and cooperatively with colleagues and other professionals to enhance reflection, problem-solving and new ideas beyond the classroom setting.	Utilizes colleagues within the school as supports for reflection, problem-solving and new ideas.	Occasionally seeks out colleagues within the school as supports for reflection, problem-solving and new ideas.	Fails to work with colleagues or other professionals to support reflection and problem-solving.
D. The teacher exhibits professionalism (e.g., attendance, dress, confidentiality and ethical and legal behavior).			
Behaves as an exemplary professional (ethical and legal behavior, attendance, dress, etc.).	Exhibits professionalism (ethical and legal behavior, attendance, dress, etc.).	Is inconsistent in professional behavior in regard to ethical and legal behavior, attendance, dress, etc.	Behaves in an unprofessional manner in regard to ethical and legal behavior, attendance, dress, etc.

## **STANDARD #10 - PROFESSIONAL RELATIONSHIPS**

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

A. The teacher collaborates with parents, counselors, and other professionals in the school and community to understand students' lives outside school, promote student learning, solve problems and make decisions to ensure student success.			
<b>DISTINGUISHED</b>	<b>PROFICIENT</b>	<b>BASIC</b>	<b>UNSATISFACTORY</b>
Actively fosters relationships with school colleagues, parents and community agencies to understand students, solve problems and make decisions that promote student success.	Collaborates with school colleagues, parents and community agencies to understand students, solve problems and make decisions that promote student success	Sometimes cooperates with school colleagues, parents and community agencies to understand students, solve problems and make decisions that promote student success.	Is unaware of the need or fails to cooperate with school and community members and agencies.

<p>B. The teacher takes a proactive stance regarding promotion of student well being, prevention of violence and making the school a safe and productive learning environment.</p>			
<p>Creates opportunities to promote student well being, prevent school violence and make the school environment safe and productive.</p>	<p>Participates in opportunities to promote student well being, prevent violence, and make the school environment safe and productive.</p>	<p>Sometimes participates in opportunities to promote student well being, prevent violence, and make the school environment safe and productive.</p>	<p>Fails to recognize or participate in opportunities to promote student well being, prevent violence, and make the school environment safe and productive.</p>
<p>C. The teacher identifies and uses community resources to enhance student learning and provide opportunities for students to explore career opportunities.</p>			
<p>Creatively integrates community resources into the instructional program to enhance student learning and provide opportunities for students to explore career opportunities.</p>	<p>Utilizes community resources to enhance student learning and provide opportunities for students to explore career opportunities.</p>	<p>Finds and utilizes some resources that enhance student learning and provide opportunities for students to explore career opportunities.</p>	<p>Is unaware of or fails to utilize community resources to enhance student learning and provide opportunities for students to explore career opportunities.</p>
<p>D. The teacher is sensitive and responsive to clues of distress among students; acts as an advocate for students, investigating situations, and seeking outside help to remedy problems if needed and appropriate.</p>			
<p>Is sensitive to clues of distress among students; actively advocates for students by fostering investigation of situations and seeking school, family, or community help as appropriate.</p>	<p>Notices clues of distress among students; serves as an advocate for students, fostering investigation of situations and seeking outside help when appropriate.</p>	<p>Inconsistently notices clues of distress; sometimes serves as an advocate for students and seeks outside help when appropriate.</p>	<p>Is unaware of clues of distress among students or fails to act in their behalf by investigating and seeking help.</p>

**Appendix B**  
**Student Teaching Performance Outcomes**  
**2008-2009**

Evaluation Results for Student Teacher Certification  
 Student Teaching Scores for Secondary Education  
**Fall 2007-Spring 2008**  
 N = 75

Standard	Rate	Elementary	
<b>Content</b>		N	%
	Distinguished	52	69.3
	Proficient	22	29.3
	Basic	1	1.3
	Unsatisfactory		
<b>Human Development And Learning</b>	Distinguished	45	60.0
	Proficient	30	40.0
	Basic	0	0.0
	Unsatisfactory		
<b>Diverse Learners</b>	Distinguished	40	53.3
	Proficient	35	46.7
	Basic	0	0.0
	Unsatisfactory		
<b>Instructional Strategies</b>	Distinguished	48	64.0
	Proficient	26	34.7
	Basic	1	1.3
	Unsatisfactory		
<b>Learning Environment</b>	Distinguished	43	57.3
	Proficient	31	41.3
	Basic	1	1.3
	Unsatisfactory		
<b>Communication</b>	Distinguished	51	68.0
	Proficient	22	29.3
	Basic	2	2.7
	Unsatisfactory		
<b>Planning</b>	Distinguished	47	62.7
	Proficient	27	36.0
	Basic	1	1.3
	Unsatisfactory		

<b>Assessment</b>	Distinguished	41	54.7
	Proficient	34	45.3
	Basic	0	0.0
	Unsatisfactory		
<b>Professional Growth/Reflective Teaching</b>	Distinguished	47	63.5
	Proficient	25	33.8
	Basic	2	2.7
	Unsatisfactory		
<b>Professional Relationships</b>	Distinguished	46	63.0
	Proficient	27	37.0
	Basic	0	0.0
	Unsatisfactory		