

Master of Arts in Teaching
Annual Assessment Report
Fall 2009

TABLE OF CONTENTS

Program Description.....	1
Program Goals.....	1
Program’s Student Learning Outcomes.....	2
Assessment of Program’s Student Learning Outcomes.....	3
Appendix A – Student Demographics.....	7
Appendix B – MAT Level III Clinical Experience Assessment Forms and Rubrics.....	9

MASTER OF ARTS IN TEACHING PROGRAM
ANNUAL ASSESSMENT REPORT
Fall 2009

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Program Description

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

The certification-only courses in the MAT program were identified and filed as a Post Baccalaureate (Post Bac) Teacher Certification Program with the West Virginia Department of Education (WVDE) in fall 2004. The Post Bac Program is aligned with the MAT program so that students may move seamlessly from the Post Bac Program, a professional development program, into the MAT degree program. Some data in this report reflect students enrolled in the MAT and Post Bac programs. See Appendix B for student demographics.

I. Program's Goals and Student Learning Outcomes:

A. Program Goals:

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

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

B. Student Learning Outcomes:

Students completing the MAT Program will be able to:

1. Demonstrate the knowledge, skills and dispositions necessary to function effectively as classroom teachers within the social setting of the school and community;
2. Reflect upon and evaluate their ability to teach in terms of teacher-student interactions, developmental characteristics of students, and the influence of student diversity in planning, implementing and evaluating instruction;
3. Effectively use assessment, technology and communication tools in planning, implementing and evaluating teaching and learning; and
4. Demonstrate self-direction towards becoming an independent, self-confident professional with a commitment to continued professional growth and development and lifelong learning.

Please note: An Appendix B containing the assessment instruments for the MAT Level III Clinical Experience (student teaching) is attached to this report in an attempt to provide not only evidence to support our assessment of students but to add clarity to our assessment report.

II. Assessment Activities

MARSHALL UNIVERSITY
Assessment of Program's Student Learning Outcomes for the
Master of Arts in Teaching Program
2008-09

Program's Student Learning Outcome	Assessment Measures (Tools)	Benchmarks	Results	Analysis/Planned Actions
<p>1. Demonstrate the knowledge, skills and dispositions necessary to function effectively as classroom teachers within the social setting of the school and community.</p>	<p>Praxis I – Pre-Professional Skills Test</p> <p>Various course assessments</p> <p>Performance assessments in each of the three school-based clinical experiences, EDF 537, 637, and EDF 677 (student teaching) (See Appendix B)</p> <p>Praxis II Content Area Test(s)</p> <p>Unit Plan, Portfolio and Capstone Presentation Assessment Instruments/Rubrics (See Appendix B)</p> <p>Comprehensive Examination</p>	<p>-3.0 GPA Graduate -2.70 GPA Content Specialization -2.70 UGPA</p> <p>Passing scores on Praxis I subtests in reading, writing, and math</p> <p>Passing scores on Praxis II Content Area Test(s)</p> <p>Successful completion of all coursework and school-based clinical experiences including the portfolio and capstone experience. Candidates cannot receive an unsatisfactory on any item on the final evaluation and pass the clinical experience.</p> <p>Passing score on program comprehensive examination Desired level of 80% with an acceptable level of 70%</p>	<p>All MAT graduates have successfully completed the Praxis I & II requirements, required coursework, school-based clinical experiences, comprehensive examination, & maintained the required GPAs. Post Bac students do not complete the comprehensive exam since this is a certificate program.</p> <p>Students successfully completing the school-based clinical experiences: Fall 2008 EDF 537 N= 42 EDF 637 N = 32 EDF 677 N = 35</p> <p>Spring 2009 EDF 537 N = 45 EDF 637 N = 39 EDF 677 N = 32</p> <p>While we continue to target 80% on the comprehensive examination, we have not met that target yet. Fall 2008, 10 students completed the GSEPD online comprehensive examination with a mean score of 73.05%. Spring 2009, 11 students completed the comprehensive examination with a mean score of 75.13%.</p>	<p>MAT students at the GSEPD take an online comprehensive examination with randomly generated questions for each course in their plan of study. Each semester we examine individual and group results along with item and course analyses.</p> <p>Must continue to monitor the test bank for the comprehensive examination to keep it current with program and course content. We must also encourage students from the beginning to retain course materials to review and prepare for the comprehensive examination.</p> <p>Since candidates must take and pass their Praxis II content examination prior to student teaching, MAT graduates and Post Bac program completers have a 100% pass rate on the Praxis II content exam.</p>

Program's Student Learning Outcome	Assessment Measures (Tools)	Benchmarks	Results	Analysis/Planned Actions
<p>2. Reflect upon and evaluate their ability to teach in terms of teacher-student interactions, developmental characteristics of students, and the influence of student diversity in planning, implementing and evaluating instruction</p>	<p>Rubric guided assessments in each of the three school-based clinical experiences (See Appendix B)</p> <p>Assignments in EDF 537 and 637, MAT Level I and Level II Clinical Experiences</p> <p>Student teaching portfolio and capstone presentation (See appendix B)</p> <p>Unit and Lesson plans</p> <p>Teaching demonstrations within courses</p> <p>Comprehensive Examination</p>	<p>Successful completion of each school-based clinical experience and the capstone experience</p> <p>Successful completion of all course requirements</p> <p>Successful completion of comprehensive examination</p>	<p>The rubrics and assessment forms for the all three clinical experiences are based on the INTASC Standards, thus providing a high level of consistency to the assessment process. (See Appendix B)</p> <p>All candidates completing each of the clinical experiences received at least a rating of basic on each of the ten criteria. The majority of the candidates had ratings only in the upper two categories (Distinguished and Proficient) on each of the criteria for the clinical experiences.</p>	<p>Analyses of the evaluation forms for clinical I, II and III indicate that no candidate had a rating of unsatisfactory in any category.</p> <p>No changes were made to the clinical experiences, evaluation instruments or procedures during the past year.</p> <p>Placements for the clinical experiences are carefully selected so as to provide students with as much diversity as possible.</p>

Program's Student Learning Outcome	Assessment Measures (Tools)	Benchmarks	Results	Analysis/Planned Actions
<p>3. Effectively use assessment, technology and communication tools in planning, implementing and evaluating teaching and learning.</p>	<p>Course assignments</p> <p>Rubric guided assessment for each school based clinical experience (See Appendix B)</p> <p>Unit plan, portfolio and capstone presentation rubrics (See Appendix B)</p> <p>Comprehensive Examination</p>	<p>Successful completion of all coursework</p> <p>Successful completion of school based clinical experiences</p> <p>Successful completion of comprehensive examination</p>	<p>The GSEPD computer based Comprehensive Examination aligns the comprehensive exam format with the format of the Praxis II – Principles of Learning and Teaching (PLT). The PLT is required for licensure but currently is not a program requirement.</p> <p>The Unit Plans, Portfolios and Capstone Presentations continue to be effective assessments of this learning outcome.</p>	<p>The comprehensive examination for the GSEPD is composed of randomly generated questions from each course in a student's Plan of Study. It is basically a test of their Professional Education Knowledge.</p> <p>Since students are required to take the Praxis II, Principles of Learning and Teaching (PLT) exam for licensure by the West Virginia Department Of Education, we are still interested in examining the possibility of using the PLT as a replacement or at least as an alternative for the current comprehensive examination. The PLT examines the same principles as does the comprehensive examination and would thus eliminate double testing of the same content.</p>

Program's Student Learning Outcome	Assessment Measures (Tools)	Benchmarks	Results	Analysis/Planned Actions
<p>4. Demonstrate self-direction towards becoming an independent, self-confident professional with a commitment to continued professional growth and development and lifelong learning.</p>	<p>Student teaching portfolios and capstone presentations</p> <p>Student teaching observations and evaluations</p> <p>Program coursework/assignments</p>	<p>Successful completion of student teaching and program coursework</p>	<p>All teacher candidates work closely under the direct supervision of one or more public school teacher during their 15-week student teaching experience. They are also observed numerous times by a university supervisor.</p> <p>One student teacher did withdraw from student teaching in the fall semester. All other student teachers successfully completed their clinical experience, portfolio and capstone presentation. Fall 2008 (N = 35) Spring 2009 (N = 32)</p>	<p>Analyses of the ratings on the performance assessments for Clinical III clearly indicate a high level of proficiency of the teacher candidates.</p> <p>All MAT and Post Bac candidates prepare a professional portfolio as part of the Capstone Experience. The portfolio and a capstone presentation about their portfolio and student teaching experience are assessed by their university supervisor using a rubric (see Appendix B). There was 100% pass rate on the portfolio and capstone experience.</p>

IV. Overview of Changes:

No significant changes have been made during the past year. Our focus has been to continue to monitor and refine as needed our existing plan.

V. Assistance Needed with Assessment:

The Master of Arts in Teaching Program has a comprehensive assessment plan from admission to the program through the comprehensive examination and capstone experience. We continue to monitor the results from the performance assessments with our clinical experiences and are currently preparing for the impending accreditation review by NCATE. No assistance is needed at this time.

Appendix A
Program Demographics

**MAT Program
Applicants/Admits/Demographics**

	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	Total
Applicants to the program	87	84	66	85	63	61	36*	46*	81*	62*	66	791
Admitted to the program	44	49	30	43	35	61	58*	47*	69*	69*	54	505
MAT Graduates	18	24	26	35	46	52	32	53	33	29	34	374
Praxis I (PPST) Pass Rate (admission requirement)			100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Praxis II Principle of Teaching and Learning (PLT) Pass rate				22/23 95.65%	26/27 96.96%	42/43 97.67%	Data not available	Data not available	Data not available	Data not available	36/38 94.73	126/131 96.18%

*Includes applicants and admissions to MAT and Post Baccalaureate Programs

**Master of Arts in Teaching Program
UGPA, MAT, GRE, PPST and ACT Scores**

Measurement	MAT Program
UGPA	3.0
MAT Scaled Scores	409
GRE Writing Analysis Scores	3.9
GRE Analytical Scores	585
GRE Quantitative Scores	538
GRE Verbal Scores	426
PPST Reading	181
PPST Writing	182
PPST Math	180
ACT Composite	27

Appendix B

MAT Level III Clinical Experience

Assessment Instruments and Rubric

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

Student Teacher: _____ ID _____
Last First Maiden/Middle

Home Address: _____

Complete Name of School: _____ County: _____ State: _____

Subject and Grade Level Taught: _____ No. of Weeks _____

Subject Specialization(s): _____ Days Absent _____ Times Tardy _____

University Supervisor: _____ Public School Supervisor _____

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

D = Distinguished: Student teacher's performance is outstanding, above and beyond what is required.

P = Proficient: Student teacher is proficient and will be able to work well independently as a teacher.

B = Basic: Student teacher has achieved minimum level of performance, but will need modest assistance and practice in order to grow to full professional competence.

U = Unsatisfactory: Student teacher will require significant growth and practice before being eligible for certification.

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

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

(Continued)

RUBRIC FOR TEACHER CERTIFICATION

Student Teacher _____
Semester _____ Year _____

Specialization _____

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 standards and West Virginia Instructional Goals and Objectives/Content Standards and Objectives (IGOs/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. Distinguished <input type="checkbox"/>	Displays solid content knowledge and makes connections among central concepts within the discipline with other disciplines. Proficient <input type="checkbox"/>	Displays basic content knowledge; sometimes fails to make connections between and among concepts. Basic <input type="checkbox"/>	Makes content errors; does not recognize errors made by students; fails to make connections between and among concepts. Unsatisfactory <input type="checkbox"/>
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 Instructional Goals and Objectives to structure content.			
Creatively integrates IGOs/CSOs from different disciplines to make content meaningful for students. Distinguished <input type="checkbox"/>	Utilizes IGOs/CSOs to structure content in a sequence that takes into account prerequisite knowledge needed. Proficient <input type="checkbox"/>	Can utilize IGOs/CSOs to structure content, but sometimes fails to recognize prerequisite knowledge needed. Basic <input type="checkbox"/>	Displays little understanding of how to utilize IGOs/CSOs to structure content; does not make links to prior understandings or other content areas. Unsatisfactory <input type="checkbox"/>
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. Distinguished <input type="checkbox"/>	Incorporates a variety of viewpoints and theories about subject matter; encourages student questioning. Proficient <input type="checkbox"/>	Offers some basic viewpoints and theories about subject matter; some student questioning. Basic <input type="checkbox"/>	Does not present viewpoints or theories different than those in the text. Unsatisfactory <input type="checkbox"/>
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. Distinguished <input type="checkbox"/>	Supports student inquiry and testing of knowledge. Proficient <input type="checkbox"/>	Displays general knowledge of inquiry strategies appropriate to the discipline. Basic <input type="checkbox"/>	Fails to recognize opportunities for inquiry within the discipline. Unsatisfactory <input type="checkbox"/>

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' age, 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. Distinguished <input type="checkbox"/>	Designs strategies that are appropriate for students' cognitive, physical, and personal development. Proficient <input type="checkbox"/>	Most strategies are developmentally appropriate. Basic <input type="checkbox"/>	Shows little awareness of students' levels of development when selecting learning opportunities. Unsatisfactory <input type="checkbox"/>
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. Distinguished <input type="checkbox"/>	Provides hands-on experiences; engages students actively in learning. Proficient <input type="checkbox"/>	Usually provides for active involvement. Basic <input type="checkbox"/>	Provides few opportunities for active involvement. Unsatisfactory <input type="checkbox"/>
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. Distinguished <input type="checkbox"/>	Encourages discussion, listening, and responding; elicits examples of student thinking orally and in writing, individually and in groups. Proficient <input type="checkbox"/>	Most lessons provide for discussion, listening and responding; elicits some examples of student thinking orally and in writing. Basic <input type="checkbox"/>	Fails to provide for discussion, listening and responding; elicits examples of student thinking only in writing or only orally. Unsatisfactory <input type="checkbox"/>
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. Distinguished <input type="checkbox"/>	Encourages students to assume responsibility for shaping their learning tasks. Proficient <input type="checkbox"/>	Sometimes encourages students to participate in shaping their learning tasks. Basic <input type="checkbox"/>	Fails to encourage students to be involved in shaping their learning tasks. Unsatisfactory <input type="checkbox"/>

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. Distinguished <input type="checkbox"/>	Designs instruction that provides for differences in learning styles, multiple intelligences, and performance modes. Proficient <input type="checkbox"/>	Designs instruction that sometimes provides for differences in learning styles, multiple intelligences, and performance modes. Basic <input type="checkbox"/>	Ignores or is unfamiliar with differences in students' learning styles, multiple intelligences, and performance modes. Unsatisfactory <input type="checkbox"/>
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. Distinguished <input type="checkbox"/>	Creates a learning community where all students are treated equitably and teacher and students treat each other with respect. Proficient <input type="checkbox"/>	Creates a learning community where most students are treated equitably; students do not behave negatively toward one another. Basic <input type="checkbox"/>	Reacts to at least some students in negative and demeaning ways; fails to recognize human diversity; demonstrates lack of respect for students. Unsatisfactory <input type="checkbox"/>
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. Distinguished <input type="checkbox"/>	Makes appropriate provisions for students who have special learning needs; identifies when and how to access services and resources to meet learning needs. Proficient <input type="checkbox"/>	Occasionally varies methods, materials and time to meet special learning differences; generally identifies when and how to access special services for students. Basic <input type="checkbox"/>	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. Unsatisfactory <input type="checkbox"/>
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. Distinguished <input type="checkbox"/>	Uses cultural diversity and individual student experiences to bring multiple perspectives to the curriculum. Proficient <input type="checkbox"/>	Uses a limited number of individual student experiences to bring some perspectives to the curriculum. Basic <input type="checkbox"/>	Ignores opportunities to bring multiple cultural perspectives to the curriculum. Unsatisfactory <input type="checkbox"/>

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.

<p>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.</p>			
DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
<p>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. Distinguished <input type="checkbox"/></p>	<p>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. Proficient <input type="checkbox"/></p>	<p>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. Basic <input type="checkbox"/></p>	<p>Usually relies on one or two approaches; students are largely passive recipients of information. Unsatisfactory <input type="checkbox"/></p>
<p>B. The teacher chooses alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs; constantly monitors and adjust 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. Distinguished <input type="checkbox"/></p>	<p>Chooses teaching strategies and materials appropriate to objectives and student needs; usually monitors and adjusts strategies in response to feedback. Proficient <input type="checkbox"/></p>	<p>Increasingly matches strategies with instructional goals and student needs; sometimes adjusts strategies in response to feedback. Basic <input type="checkbox"/></p>	<p>Usually uses one favorite style, strategy, and/or standardized guide to achieve instructional purposes; fails to adjust strategies based on feedback. Unsatisfactory <input type="checkbox"/></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. Distinguished <input type="checkbox"/></p>	<p>Uses various questioning techniques to promote different levels of understanding and awareness of student thinking processes. Proficient <input type="checkbox"/></p>	<p>Usually uses questions to promote understanding above the comprehension level. Basic <input type="checkbox"/></p>	<p>Questions are usually of poor quality and fail to promote thinking and understanding above the comprehension level. Unsatisfactory <input type="checkbox"/></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. Distinguished <input type="checkbox"/></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. Proficient <input type="checkbox"/></p>	<p>Is inconsistent in varying the role of the teacher in the instructional process. Basic <input type="checkbox"/></p>	<p>Predominately adheres to the role of instructor in the instructional process. Unsatisfactory <input type="checkbox"/></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.

<p>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.</p>			
DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
<p>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.</p> <p style="text-align: right;">Distinguished <input type="checkbox"/></p>	<p>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.</p> <p style="text-align: right;">Proficient <input type="checkbox"/></p>	<p>Inconsistently created a positive classroom climate; students sometimes participate in decision making; students sometimes engage in collaborative work and meaningful learning activities.</p> <p style="text-align: right;">Basic <input type="checkbox"/></p>	<p>Fails to maintain a positive classroom climate where collaboration and meaningful learning can take place.</p> <p style="text-align: right;">Unsatisfactory <input type="checkbox"/></p>
<p>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.</p>			
<p>Actively promotes development of motivation to achieve by involving students in purposeful activities and problem solving situations that are relevant and meaningful.</p> <p style="text-align: right;">Distinguished <input type="checkbox"/></p>	<p>Provides opportunities for development of motivation to achieve by usually involving students in purposeful activities, problem solving situations, and relevant and meaningful activities.</p> <p style="text-align: right;">Proficient <input type="checkbox"/></p>	<p>Inconsistently helps students develop motivation to achieve.</p> <p style="text-align: right;">Basic <input type="checkbox"/></p>	<p>Makes little or no effort to provide opportunities to develop motivation to achieve.</p> <p style="text-align: right;">Unsatisfactory <input type="checkbox"/></p>
<p>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.</p>			
<p>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.</p> <p style="text-align: right;">Distinguished <input type="checkbox"/></p>	<p>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.</p> <p style="text-align: right;">Proficient <input type="checkbox"/></p>	<p>Seems able to organize and manage resources of time, space, activities and attention; and attempts to maximize class time spent in learning.</p> <p style="text-align: right;">Basic <input type="checkbox"/></p>	<p>Seems unable to organize and manage resources of time, space, activities and attention; and wastes valuable class time.</p> <p style="text-align: right;">Unsatisfactory <input type="checkbox"/></p>
<p>D. The teacher is responsive to student behavior and sensitive to student's individual needs; uses effective strategies for managing behavior and referring serious misbehavior.</p>			
<p>Responds to behavior in highly effective and sensitive manner to students' individual needs; knows procedures for referring serious misbehavior.</p> <p style="text-align: right;">Distinguished <input type="checkbox"/></p>	<p>Responds to behavior in an effective and generally sensitive manner to students' individual needs; knows procedures for referring serious misbehavior.</p> <p style="text-align: right;">Proficient <input type="checkbox"/></p>	<p>Shows some ability to respond in effective and sensitive ways; generally knows procedures for referring students.</p> <p style="text-align: right;">Basic <input type="checkbox"/></p>	<p>Responds to behavior in ineffective and/or insensitive ways; fails to take responsibility for understanding referral procedures.</p> <p style="text-align: right;">Unsatisfactory <input type="checkbox"/></p>

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.			
DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
<p>Uses spoken and written language in an articulate, clear, and grammatically correct way; uses various communication tools (i.e., restating ideas, questioning, drawing conclusions, etc.) to promote effective communication.</p> <p>Distinguished <input type="checkbox"/></p>	<p>Uses spoken and written language that is clear and grammatically correct; uses a variety of communication tools.</p> <p>Proficient <input type="checkbox"/></p>	<p>Speaks in an audible tone, makes few grammatical errors in written and spoken language; attempts to use several communication tools.</p> <p>Basic <input type="checkbox"/></p>	<p>Speaks in an unclear or inaudible voice; written and spoken language contain many grammatical errors, few communication tools are used.</p> <p>Unsatisfactory <input type="checkbox"/></p>
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.			
<p>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.</p> <p>Distinguished <input type="checkbox"/></p>	<p>Provides opportunities for student expression in spoken and written language; uses media tools to enrich learning opportunities.</p> <p>Proficient <input type="checkbox"/></p>	<p>Inconsistently provides ways for students to express themselves in spoken and written language; incorporates some media tools.</p> <p>Basic <input type="checkbox"/></p>	<p>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.</p> <p>Unsatisfactory <input type="checkbox"/></p>
C. The teacher asks a variety of levels of questions to stimulate discussion and critical thinking.			
<p>Skillfully engages students in discussion, critical thinking, listening, and responding by asking a variety of levels of high quality questions.</p> <p>Distinguished <input type="checkbox"/></p>	<p>Engages students in discussion, critical thinking, listening, and responding by asking a variety of levels of high quality questions.</p> <p>Proficient <input type="checkbox"/></p>	<p>Involves few students in discussions; most questions call for lower level thinking skills.</p> <p>Basic <input type="checkbox"/></p>	<p>Attempts to engage students in discussion with little success.</p> <p>Unsatisfactory <input type="checkbox"/></p>
D. The teacher demonstrates appropriate listening and responding skills.			
<p>Actively involves students in acquiring listening and responding skills that enhance interpersonal communication.</p> <p>Distinguished <input type="checkbox"/></p>	<p>Models listening and responding skills that enhance interpersonal communication.</p> <p>Proficient <input type="checkbox"/></p>	<p>Inconsistently models appropriate listening and responding skills.</p> <p>Basic <input type="checkbox"/></p>	<p>Frequently fails to model appropriate listening and responding skills.</p> <p>Unsatisfactory <input type="checkbox"/></p>

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.

<p>A. The teacher creates and communicates short and long range plans based on curriculum standards and the West Virginia Instructional Goals and Objectives/Content Standards and Objectives (IGOs/CSOs) 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.</p>			
DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
<p>Creates excellent long and short term plans based on curriculum standards and state IGOs/CSOs, which incorporate a variety of strategies and materials, actively involve students in learning, and promote reading skills. Distinguished <input type="checkbox"/></p>	<p>Creates short and long-range plans based on curriculum standards and state IGOs/CSOs that include appropriate strategies and materials, actively involve students, and promote reading skills. Proficient <input type="checkbox"/></p>	<p>Creates short and long range plans that inconsistently integrate state IGOs/CSOs; involve students in learning and promote reading skills. Basic <input type="checkbox"/></p>	<p>Fails to create short and long range plans or plans only minimally integrate some IGOs/CSOs; seldom includes active learning or reading activities. Unsatisfactory <input type="checkbox"/></p>
<p>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.</p>			
<p>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. Distinguished <input type="checkbox"/></p>	<p>Uses student prior knowledge to plan relevant, authentic learning experiences; communicates expected learning outcomes and performance levels. Proficient <input type="checkbox"/></p>	<p>Inconsistently uses awareness of students' prior knowledge to plan learning experiences; usually communicates learning outcomes and performance levels. Basic <input type="checkbox"/></p>	<p>Shows little understanding of how students learn; fails to plan relevant and authentic learning experiences or communicate expectations. Unsatisfactory <input type="checkbox"/></p>
<p>C. The teacher demonstrates the ability to integrate academic and vocational concepts and incorporate related career information, workplace skills and attitudes.</p>			
<p>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. Distinguished <input type="checkbox"/></p>	<p>Devises plans that integrate academic and vocational concepts, career information workplace skills and attitudes as appropriate. Proficient <input type="checkbox"/></p>	<p>Devises plans that sometimes integrate vocational concepts, career information, workplace skills and attitudes as appropriate. Basic <input type="checkbox"/></p>	<p>Fails to devise plans that integrate academic and vocational concepts, career information, workplace skills, and attitudes as appropriate. Unsatisfactory <input type="checkbox"/></p>
<p>D. The teacher systematically adjusts plans to meet student needs and enhance learning.</p>			
<p>Effectively monitors student learning; systematically and creatively adjusts plans to meet student needs and enhance learning. Distinguished <input type="checkbox"/></p>	<p>Monitors student learning and adjusts plans to meet student needs and enhance learning. Proficient <input type="checkbox"/></p>	<p>Usually is aware of student learning and can adjust plans to meet student needs and enhance learning. Basic <input type="checkbox"/></p>	<p>Shows little awareness of need to adjust plans to meet student needs and enhance learning. Unsatisfactory <input type="checkbox"/></p>

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. Distinguished <input type="checkbox"/>	Uses a variety of formal and informal assessment strategies to measure student understanding, progress and performance; aligns techniques with goals and objectives. Proficient <input type="checkbox"/>	Usually uses assessment techniques to measure student understanding, progress and performance; usually aligns techniques with goals and objectives. Basic <input type="checkbox"/>	Relies on pencil-paper assessments of understanding or fails to assess performance; fails to align techniques with goals and objectives. Unsatisfactory <input type="checkbox"/>
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. Distinguished <input type="checkbox"/>	Uses state testing programs and classroom assessments to design and adjust instruction based on student needs. Proficient <input type="checkbox"/>	Inconsistently uses assessment results to design and adjust instruction based on student needs. Basic <input type="checkbox"/>	Fails to use assessment results to design and adjust instruction based on student needs. Unsatisfactory <input type="checkbox"/>
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. Distinguished <input type="checkbox"/>	Utilizes observations, questioning, and student work to evaluate the effectiveness of classroom activities and make adjustments to instruction. Proficient <input type="checkbox"/>	Inconsistently uses observations, questioning, and student work to evaluate the effectiveness of classroom activities; sometimes makes adjustments to instruction. Basic <input type="checkbox"/>	Fails to use questioning, observations, and student work to evaluate the effectiveness of classroom activities; seldom adjusts instruction. Unsatisfactory <input type="checkbox"/>
D. The teacher maintains useful and accurate records of student work and performance and communicates student progress.			
Designs and uses an effective system for maintaining accurate records of student work and performance; communicates to the student, parents and school officials. Distinguished <input type="checkbox"/>	Maintains and communicates accurate records of student work, performance, and progress; usually communicates student progress. Proficient <input type="checkbox"/>	Inconsistently maintains accurate records of student work, performance and progress; sometimes communicates student progress. Basic <input type="checkbox"/>	Fails to maintain and communicate accurate records of student work, performance and progress. Unsatisfactory <input type="checkbox"/>

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.
Distinguished <input type="checkbox"/>	Proficient <input type="checkbox"/>	Basic <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
B. The teacher seeks out professional literature, colleagues, and other 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.
Distinguished <input type="checkbox"/>	Proficient <input type="checkbox"/>	Basic <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
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.
Distinguished <input type="checkbox"/>	Proficient <input type="checkbox"/>	Basic <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
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.
Distinguished <input type="checkbox"/>	Proficient <input type="checkbox"/>	Basic <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>

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.			
DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
Actively fosters relationships with school colleagues, parents and community agencies to understand students, solve problems and make decisions that promote student success. Distinguished <input type="checkbox"/>	Collaborates with school colleagues, parents and community agencies to understand students, solve problems and make decisions that promote student success. Proficient <input type="checkbox"/>	Sometimes cooperates with school colleagues, parents and community agencies to understand students, solve problems and make decisions that promote student success. Basic <input type="checkbox"/>	Is unaware of the need or fails to cooperate with school and community members and agencies. Unsatisfactory <input type="checkbox"/>
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.			
Creates opportunities to promote student well being, prevent school violence and make the school environment safe and productive. Distinguished <input type="checkbox"/>	Participates in opportunities to promote student well being, prevent violence, and make the school environment safe and productive. Proficient <input type="checkbox"/>	Sometimes participates in opportunities to promote student well being, prevent violence, and make the school environment safe and productive. Basic <input type="checkbox"/>	Fails to recognize or participate in opportunities to promote student well being, prevent violence, and make the school environment safe and productive. Unsatisfactory <input type="checkbox"/>
C. The teacher identifies and uses community resources to enhance student learning and provide opportunities for students to explore career opportunities.			
Creatively integrates community resources into the instructional program to enhance student learning and provide opportunities for students to explore career opportunities. Distinguished <input type="checkbox"/>	Utilizes community resources to enhance student learning and provide opportunities for students to explore career opportunities. Proficient <input type="checkbox"/>	Finds and utilizes some resources that enhance student learning and provide opportunities for students to explore career opportunities. Basic <input type="checkbox"/>	Is unaware of or fails to utilize community resources to enhance student learning and provide opportunities for students to explore career opportunities. Unsatisfactory <input type="checkbox"/>
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.			
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. Distinguished <input type="checkbox"/>	Notices clues of distress among students; serves as an advocate for students, fostering investigation of situations and seeking outside help when appropriate. Proficient <input type="checkbox"/>	Inconsistently notices clues of distress; sometimes serves as an advocate for students and seeks outside help when appropriate. Basic <input type="checkbox"/>	Is unaware of clues of distress or fails to act in their behalf by investigating and seeking help. Unsatisfactory <input type="checkbox"/>

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

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

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

Total Score: _____

25-27 points = Excellent unit

21-24 points = Satisfactory unit

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

Portfolio Evaluation Form
Graduate School of Education and Professional Development
Marshall University

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

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

Student: _____ Pass _____ Fail _____
 Evaluator's Signature _____ Date _____

CAPSTONE PRESENTATION EVALUATION
Graduate School of Education and Professional Development
Marshall University

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

Standard	Yes	Some- what	No
1. Speaks clearly and demonstrates effective use of vocal mechanism in a public, group, or interpersonal interaction.			
• Produces speech sounds intelligible to the listener.			
• Utilizes diction that is not distracting to listener.			
• Utilizes vocal inflection for emphasis and meaning.			
• Adapts volume to the communication situation with appropriate verbal energy.			
2. Constructs a clear and effective message adapted to the perceptual framework of the listener.			
• Identifies the purpose for the presentation and portfolio.			
• Frames the central ideas clearly and concisely and in a logical, organized way.			
• Contextual Factors			
• Brief Description of unit			
• Selected Goal			
• Assessment Strategy(s)			
• Analysis of student learning			
• Self-evaluation of teaching unit			
• Develops coherent main and subordinate ideas in a logical and coherent manner.			
• Selects persuasive supporting material appropriate to the listener and purpose.			
• Utilizes language appropriate for a professional presentation including standard grammar.			
3. Uses nonverbal elements to reinforce and enhance the verbal component of the message.			
• Utilizes movement, gesture, and facial expression a part of the intended message.			
• Makes eye contact with the audience.			
• Displays no distracting mannerisms.			
• Displays a professional appearance appropriate for the presentation.			
4. Demonstrates appropriate listening and responding skills.			
• Demonstrates listening and responding skills that clarify and enhance the presentation.			
5. Uses time effectively.			
• Completes presentation within allocated 15 minutes.			

Student: _____ Pass _____ Fail _____

Evaluator: _____ Date _____