

**Secondary Education Program
Graduate Program Assessment
Annual Report
(2008– 2009)**

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

I. Assessment Activities

A. Program Goals

1. Description of Program

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

2. Program Goal

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

3. Program Objectives

Program graduates are expected to be able to:

- a. Understand and apply the current knowledge base for working in secondary schools;
- b. Demonstrate skills in research methodology, problem solving and critical thinking in relation to secondary education;
- c. Demonstrate the attitudes, knowledge and communication skills necessary to function effectively within the social setting of the school, community and society as a whole;
- d. Analyze, synthesize, evaluate, and apply research findings in an secondary educational setting;
- e. Demonstrate a basic understanding of the application of technology in secondary educational settings;
- f. Demonstrate an understanding of cultural diversity and the implications of these differences for secondary settings;
- g. Plan long-term instructional programs based on student interest, abilities, backgrounds, and aptitudes;
- h. Demonstrate self-direction to become an independent, self-confident professional with a commitment to continued professional growth and development and lifelong learning.

4. Relationship to the University Mission and College Mission

The University Mission Statement is: Marshall University is a multi-campus public university providing innovative undergraduate and graduate education that contributes to the development of society and the individual. The University actively facilitates learning through the preservation, discovery, synthesis, and dissemination of knowledge.

The mission of the Professional Education Unit is to prepare teachers and other professionals educators, including school counselors, principals, reading specialist, supervisors, superintendents, school psychologists, and other related personnel. The mission of the unit also includes a commitment to continuing education opportunities for teachers and school personnel in a wide range disciplines.

The unit mission is consistent with the university mission. Intrinsic to the graduate mission is a commitment to provide education that contributes to the development of society through public service, a commitment to appreciate and cultivate diversity in students, faculty, staff and programs; and to the integrity of the curriculum through the maintenance of rigorous standards, as exemplified by the program objectives listed above, and high expectations for student learning and performance.

5. Target Population

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

B. Data Collection

1. Program Viability

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

2. Program Admissions Applications

Item	03-04	04-05	05-06	06-07	07-08	08-09	Total
Applicants to the program	42	13	30	42	39	45	211
Admitted to the program	46	19	33	38	41	46	223
Graduates of Secondary Education	30	10	19	24	9	33	106

3. Admission Test Score

Students admitted to the Secondary Education Masters program during the past year had a mean Miller Analogy Test score of 414 (department minimum = 380) and GRE mean scores of: Quantitative = 538; Verbal = 441 (department minimum is 800 combined Quantitative and Verbal).

4. Program Productivity

a. Course Sections*

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

2008 – 2009 Core Courses/Capstone Courses

Semester	Course Sections	Enrollment	Student Credit Hours
Fall 2008	29	474	1422
Spring 2009	31	477	1431
Summer 2009	15	284	852

2008 – 2009 Specific Courses to Secondary Education

Semester	Course Sections	Enrollment	Student Credit Hours
Fall 2008	23	283	849
Spring 2009	17	192	576
Summer 2009	8	117	351

b. Third Party Contracts

Semester	Number
Fall 2008	74
Spring 2009	78
Summer 2009	63

c. Third Party Contract Programs

For this reporting period, the Secondary Education program had the following Third Party Contract programs:

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

d. Technology Utilization

The secondary education program has an approved and implemented “E” degree. The online degree in Secondary Education has been active since the Spring of 2005. At the present time, the following Area of Emphases are delivered E-based:

- Middle Childhood Education
- Instructional Technology and Library Science
- English as a Second Language

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

e. Faculty

The Graduate Secondary Education Program has 15 full time faculty members. Currently the program is fully staffed with full time faculty. Each semester an average of 19 part time faculty are employed to assist in the delivery of the program as well as four faculty with shared appointments in other departments. Full time faculty maintain an advising load of an average of 54 Secondary Education and Staff Development candidates each (Faculty serve both Elementary and Secondary Education students).

f. Grants

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

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

g. Program Approval Information

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

h. Graduate

In the most recent follow-up studies of graduates, more than three hundred (311) graduates completed the survey. Graduates were requested to note both the “Importance” and their level of “Preparation” as they relate to 10 program outcomes. The surveys also revealed that more than 95% of the responding graduates rated the 10 programs outcomes as either “Moderately Important” or “Very Important.” More than 89% of the

graduates participating in the survey, reported their preparation as either “Good” or “Excellent.” Responses were slightly lower for those outcomes related to “applying technology,” “understanding children with special needs,” “cultural pluralism,” and “communication.” These data provided guidance for the revision of the program.

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

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

i. Candidate Performance:

During the past year (2008-2009) two assessment points program wide were collected within the Graduate Secondary Education program, used to measure the learning outcomes specified in the Program Objectives listed above.

• SCORING PORTFOLIO STANDARDS – Demonstrating performance of the Major Primary Teaching Skills

Principles/Tasks	Approaches Expectations	Meets Expectations	Exceeds Expectation	Total
P1 - Product		1	9	10
P1 - Reflection	2	3	5	10
P2 - Product		5	5	10
P2 - Reflection			10	10
P3 - Product		5	5	10
P3 - Reflection		4	6	10
P4 - Product		6	4	10
P4 - Reflection		6	4	10
P5 - Product		5	5	10
P5 - Reflection		5	5	10
P6 - Product		5	5	10
P6 - Reflection		3	7	10
P7 - Product			10	10
P7 - Reflection		1	9	10
P8 - Reflection		2	8	10

- PRAXIS- . The most recent data available on PRAXIS indicate a 90% passing by Secondary Education candidates in Math through Algebra I. (Only Licensure Endorsement programs require the PRAXIS.

II. Component / Course / Program Level

Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
<p>Understand and apply the current knowledge base for working in secondary schools.</p> <p>2007-2008 Addressed Outcome</p>	<p>Dr. Edna Meisel, Program Coordinator for Math through Algebra I</p>	<ul style="list-style-type: none"> • Praxis • Capstone – Comprehensive Examination • CIME 675/CI 677 Practicum Assessment 	<ul style="list-style-type: none"> • Must score 80% minimum • Must score 70% • Must Score Minimum NCTM “Proficient” 	<ul style="list-style-type: none"> • Area scored 90% • 100% Passed • 100% Met NCTM Standard 	<p>Data indicated program is on task thus needs to maintain as we grow.</p> <ul style="list-style-type: none"> • Expanding sections and faculty. • Recently changed catalog to acknowledge this program is for initially licensed teachers only.
<p>Demonstrate skills in research methodology, problem solving, and critical thinking in relation to secondary education.</p>					

II. Component / Course / Program Level

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

II. Component / Course / Program Level

Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
<p>Demonstrate a basic understanding of the application of technology in an secondary school setting.</p> <p>2007-2008 Addressed Outcome</p>	<p>Dr. Lisa Heaton, Technology Program Coordinator and Faculty teaching Technology within Elementary/Secondary Education,</p>	<ul style="list-style-type: none"> • Faculty Capstone Assessment via Portfolio Presentation • Professional Education Unit Student Expectation Assessment • Employer Follow-up Study 	<ul style="list-style-type: none"> • Listed in as top two standard show most improvement • 80%+ listing as good to excellent preparation. • 80% acknowledges as meeting standards to exemplary 	<ul style="list-style-type: none"> • 80% of those presenting their Portfolio, acknowledges Technology was the field the saw significant improvement in their field • 84.6% acknowledge good to excellent preparation. • 96% of employers acknowledged this areas met their standards or was exemplary 	<p>Predicated on WVDE Policy 5202, CIEC 534, Application Software, has been added to all certificate and endorsement programs.</p>

II. Component / Course / Program Level

Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
<p>Demonstrate an understanding of cultural diversity and the implications of these differences for secondary setting.</p> <p>2007-2008 Addressed Outcome</p>	Dr. Cal Meyer, Program Director for Elementary/Secondary Education	<ul style="list-style-type: none"> • Employer Follow-up Survey • Professional Education Unit Student Expectation Assessment • NCATE Standard 4 Assessment 	<ul style="list-style-type: none"> • 80% acknowledge as meeting standard to exemplary • 80% listing as good to excellent preparation • Must meet “Acceptable Level” 	<ul style="list-style-type: none"> • 99% acknowledge as meeting standard to exemplary • 84.9% listing as good to excellent preparation • NCATE Standard 4 Met 	Adding sections of CI 559, Multicultural Influences, to our Online Degree. Seeking to expand program into new NCATE Standards.
<p>Plan long-term instructional programs based on student interest, abilities, backgrounds, and aptitudes.</p> <p>2008-2009 Addressed Outcome</p>	Dr. Cal Meyer Instructor CI 503, Materials and Methods for Middle Childhood Grades	Unit Plan Rubric	100% rated as “Proficient” or “Distinguished.”	<ul style="list-style-type: none"> • 82% Distinguished • 18% Unacceptable 	Students given opportunity to revise but refused. Need to reconsider conditions for passing course without passing Unit Plan or expand data to reflect other sections of courses where this skill is in part reinforced.

II. Component / Course / Program Level

Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
<p>Demonstrate self-direction to become an independent, self-confident professional with a commitment to continued professional growth and development and lifelong learning.</p> <p>2008-2009 Addressed Outcome</p>	<p>Dr. Nega Debela</p>	<p>Portfolio Rubrics for Online Portfolio</p>	<p>100% of students reaches Meets or Exceed Expectation</p>	<p>All of but two students met set standard</p>	<p>The area in which students failed to meet standard was “Content Knowledge.” Math-Algebra I has previously been a need area for improvement. Program Area is redesigning CIME 670 – Teaching Mathematics.</p>

III. Strategic Areas of Focus for 2009-2010 and Beyond

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

Priorities for 2009-2010

Continue development of collaborative relationships

- RESAs
- Local school systems
- WVDE

Continue development/refinement of program assessment system

- Expand faculty knowledge base regarding NCATE/WVDE-Global 21 policies/procedures
- Redesign data collection/management system consistent with new NCATE/WVDE-Global 21 requirements, looking specifically at means to measure content outcomes in an online environment.
- Prepare annual assessment reports for Elementary degree programs
- Prepare SPA reports in preparation NCATE Reaccreditation.

Increase productivity in external grants/contracts

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

Increase external marketing/visibility for program area

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

IV. Assistance Needed: As the program moves toward refilling requirements by the WVDE and NCATE, there is a need to secure IT and Assessment Assistants in analyzing and assessing data.

V. Lesson Learned

A. Improvements:

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

1. Updating the Advisement Book to reflect the changes the E-Based delivery system.
2. Moving Math through Algebra I to 90% E-Based delivery.
3. Added sections of CI 559 to meet demand.
4. Enlarging the Adjunct Staff to meet the growing needs of Library-Media.
5. Changing the Adjunct Staff for Math through Algebra to better serve the online direction of the program.

B. Lessons Learned:

NCATE and new Global 21 mandates by the WVDE require extensive data collection and analysis of present programs. With that change is the need to look at different types of data to show program effectiveness. This past year this program area took the following steps to insure such faculty wide involvement in Assessment processes:

1. Delegated greater involvement of the faculty in the SPA reporting process.
2. Worked with Doctoral Assistants in analyzing data.
3. Design and implemented four surveys to review Service Effectiveness.
4. Expanded the Program Meetings to include regular NCATE review processes.

APPENDIX A: SAMPLE PLANS OF STUDY

MARSHALL UNIVERSITY GRADUATE COLLEGE
PLAN OF STUDY: ___Elementary Education ___Secondary Education
AREA OF EMPHASIS: Math Through Algebra I

NAME:

MUID:

TELEPHONE:

ADDRESS:

EMAIL:

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

CORE COURSES (15 hrs)

Course Name	Sem/Yr	Grade	Hours	Remarks
EDF 621 or EDF 625 Educational Research & Writing or Qualitative Research in Education	Fall, Spr, Smr		3	
EDF 616 Advanced Studies in Human Development	Fall, Spr, Smr		3	
CIEC 600 Computing and Instructional Design	Fall, Spr, Smr		3	
Methods Approved Methods Course (CIME 670)	Fall, Spr, Smr		3	
EDF 612 or CI 501 or CI 610 Educational Evaluation or Middle Childhood Curriculum or Secondary Ed: Curriculum in the Modern Sec School	Fall, Spr, Smr		3	

AREA OF EMPHASIS COURSES (18 hrs)

CIME 555 Technical Mathematics for Mathematics Educators	Fall, Spr, Smr		3	
CIME 556 Finite Mathematics for Mathematics Educators	Fall, Spr, Smr		3	
CIME 650 Algebra for Mathematics Educators	Fall, Spr, Smr		3	
CIME 657 Precalculus for Mathematics Educators	Fall, Spr, Smr		3	
CIME 658 Geometry for Mathematics Educators	Fall, Spr, Smr		3	
CIEC 600** Computing and Instructional Design	Fall, Spr, Smr		3	
CIME 670** Teaching Mathematics	Fall, Spr, Smr		3	
CIME 675 or CIME 677 Superv Field Practicum/Sem in Math Grades 5-9 Superv Field Pract/Sem in Math Grades 5-12	Fall, Spr, Smr		3	

CAPSTONE EXPERIENCE (6 hrs)

CI 659* Symposium Elementary & Secondary Part I	Fall, Spr, Smr		3	
CI 680* Symposium Elementary & Secondary Part II	Fall, Spr, Smr		3	

OR

Comprehensive Exam PLUS additional 6 hrs	Fall, Spr, Smr		6	
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TOTAL HOURS 39

MARSHALL UNIVERSITY GRADUATE COLLEGE
PLAN OF STUDY: ___Elementary Education ___Secondary Education
AREA OF EMPHASIS: Middle Childhood Education

NAME:

MUID:

TELEPHONE:

ADDRESS:

EMAIL:

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

CORE COURSES (15 hrs) Course Name Sem/Yr Grade Hours Remarks

	Course Name	Sem/Yr	Grade	Hours	Remarks
EDF 621 or EDF 625	Educational Research & Writing or Qualitative Research in Education	Fall, Spr, Smr		3	
EDF 616	Advanced Studies in Human Development	Fall, Spr, Smr		3	
CIEC 530 or CIEC 534 or CIEC 600 or CIEC 660	Computer Software & Methodology in Ed or Application Software in Classrm Curr Area or Computing and Instructional Design or Using Computers to Improve Instr in the Classrm	Fall, Spr, Smr		3	
CI 623 or CI 624 or Methods	Instr Models & Assessment Techniques or Advanced Instructional Strategies or Approved Methods Course	Fall, Spr, Smr		3	
EDF 612 or CI 501 or CI 610	Educational Evaluation or Middle Childhood Curriculum or Secondary Ed: Curriculum in the Modern Sec School	Fall, Spr, Smr		3	

AREA OF EMPHASIS COURSES (18 hrs)

CI 501	Middle Childhood Curriculum	Fall, Spr, Smr		3	
CI 503	Methods & Materials of Teaching in the Middle Childhood Grades	Fall, Spr, Smr		3	
EDF 502	Psychology of the Middle Childhood Student	Fall, Spr, Smr		3	
CI 672	Practicum in Education	Fall, Spr, Smr		3	
Elective	(Advisor Approval) must be 600 level course	Fall, Spr, Smr		3	
Elective	(Advisor Approval) must be 600 level course	Fall, Spr, Smr		3	

CAPSTONE EXPERIENCE (6 hrs)

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

TOTAL HOURS 39

APPENDIX B: SAMPLE ASSESSMENT TOOLS

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

ITEMS	3 (Proficient)	2 (Basic)	1 (Not Yet Meeting Standard)
UNIT			
Unit Appearance Score: _____	Unit is professionally presented, neatly typed or legibly printed, and has very few mechanical errors in spelling, grammar, and/or punctuation.	Unit is basically professional, neatly typed or legibly printed, and contains a few mechanical errors in spelling, grammar, and/or punctuation.	Unit lacks professional look, and/or has several mechanical errors in spelling, grammar, and/or punctuation.
Unit Organization Score: _____	Unit is well organized. It contains a thorough and appropriate rendering of the ten elements listed in the Performance Task guidelines: <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	Each daily lesson plan has a clearly written instructional goal and specific objectives precisely	Goals and objectives are present, but one or more may be either incomplete or poorly	Goals and objectives on two or more lessons are missing; or goals and objectives are

Score:_____	describing what students will know and be able to do at lesson's conclusion.	worded.	not consistent with the learning activities of the lesson.
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ITEMS	3 (Proficient)	2 (Basic)	1 (Not Yet Meeting Standard)
Lesson Plan Procedures Score:_____	Each daily lesson plan contains a concise, complete sequential outline of the day's procedural activities, clearly designed to achieve the stated objectives. Each plan also includes these key components: a lesson introduction, development plan, closure process, and a contingency plan.	Lesson plan procedures are nearly complete. Sequence is poorly articulated; or a combined total of 1-2 key components are either deleted, poorly executed, or repeated in a rote manner.	Lesson plan procedures are incomplete. Sequence is poorly articulated or missing; or a combined total of 3 or more key components are either deleted, poorly executed, or repeated in a rote manner.
Lesson Plan Formative Assessment Score:_____	Each daily lesson plan contains one or more strategies for teacher assessment of student comprehension.	One lesson plan lacks an appropriate stated mechanism for formative assessment; or one plan contains assessment mechanisms that are inappropriate or rote.	More than one lesson lacks an appropriate stated mechanism for formative assessment; or more than one plan contains assessment mechanisms that are inappropriate or rote.
Lesson Plan Materials, Equipment, Resources Score:_____	Materials, equipment, etc. needed to complete each daily lesson are clearly and completely listed.	Most of the materials, equipment, etc. needed to complete the lesson are listed.	Few of the materials, equipment, etc. needed to complete the lesson are listed or omissions are critical to day's lesson.
Lesson Plan Modifications for Diverse Learners Score:_____	Each daily lesson plan indicates that day's specific modifications for various learning styles capabilities, cultures, and/or identified	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.

	specialties.		
Lesson Plan Reflection/Revision Score: _____	Teacher consistently demonstrates thoughtful awareness of both the strong and weak components of each lesson and supplies methods for own instructional improvement.	Teacher mostly demonstrates awareness of both strong and weak components of lessons; or mostly supplies methods for own instructional improvement.	Teacher reports on day's activities without speculation about his/her own effectiveness, or fail to provide specific plans for self-improvement.

Total Score: _____ Evaluator's Signature _____ Date _____

25-27 points = Excellent unit

21-24 points = Satisfactory unit

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

**CI 680: SYMPOSIUM II
RATING SCALE
FOR
PORTFOLIO PRESENTATION**

Student Name: _____

Assessor's Name: _____

Directions:

Please rate each element of the PowerPoint and Oral Presentation for the student's presentation of his/her portfolio. Use the following key to rate your responses:

1 - Strongly Agree

2 - Agree

3 - Disagree

4 - Strongly Disagree

Criteria	Rating
The <i>theme</i> is graphically represented and the presentation demonstrated a clear correlation to the portfolio.	1 2 3 4
The summary of the first selected principle reflected a spirit of improvement, new insights and impacts of change on his/her teaching. The first principle identified was: <ul style="list-style-type: none"> • _____ 	1 2 3 4
The summary of the second selected principle reflected a spirit of improvement, new insights and impacts of change on his/her teaching. The second principle identified was: <ul style="list-style-type: none"> • _____ 	1 2 3 4
The artifacts in the PowerPoint were correlated to the principles summarized.	1 2 3 4
The student summarized benefits and impact of this degree upon him/her as a lifelong learner some of which included: <ul style="list-style-type: none"> • _____ • _____ • _____ 	1 2 3 4

Comments on the Strengths of the Presentation

Comments on Areas of Improvement for the Presentation

MARSHALL UNIVERSITY GRADUATE COLLEGE

**MIDDLE CHILDHOOD EDUCATION
PERFORMANCE ASSESSMENT INSTRUMENT**

STUDENT: _____

ADDRESS: _____

MUID: _____

COUNTY/SCHOOL: _____

BUSINESS PHONE: _____

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

DOMAINS AND COMPONENTS

LEVELS OF COMPETENCE

UNSAT. BASIC. PROF. DIST.

DOMAIN 1: PLANNING AND PREPARATION

1a. Demonstrates knowledge of content and pedagogy	_____	_____	_____	_____
1b. Demonstrates knowledge of students	_____	_____	_____	_____
1c. Selects instructional goals	_____	_____	_____	_____
1d. Demonstrates knowledge of resources	_____	_____	_____	_____
1e. Designs coherent instruction	_____	_____	_____	_____
1f. Assesses student learning	_____	_____	_____	_____

DOMAINS AND COMPONENTS

LEVELS OF COMPETENCE

UNSAT. BASIC. PROF. DIST.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

- 2a. Creates and environment of respect and rapport _____
- 2b. Establishes a culture for learning _____
- 2c. Manages classroom procedures _____
- 2d. Manage student behavior _____
- 2e. Organizes physical space _____

DOMAIN 3: INSTRUCTION

- 3a. Communicates clearly and accurately _____
- 3b. Uses questioning and discussion techniques _____
- 3c. Engages students in learning _____
- 3d. Provides feedback to students _____
- 3e. Demonstrates flexibility and responsiveness _____

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

- 4a. Reflects on teaching _____
- 4b. Maintains accurate records _____
- 4c. Communicates with families _____
- 4d. Contributes to the school and district _____
- 4e. Grows and develop professionally _____
- 4f. Show professionalism _____

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

College Supervisor Date Cooperating School Professional Date

Standards for the Experienced Professional as a Specialist

Contents of the Portfolio

Section	Suggestions for Artifacts Demonstrating Competence
Table of Contents	<p>This element should be added to your portfolio after all other materials have been included. It should outline the standards and evidence included for each standard.</p> <p>Suggestions for Artifacts Demonstrating Competence:</p> <p>INTASC: Interstate New Teacher Assessment and Support Consortium. (1992). <i>Model Standards for Beginning Teacher Licensing, Assessment and Development: A Resource for State Dialogue</i>. Washington DC: CCSSO Available at http://www.ccsso.org/projects/Interstate New Teacher Assessment and Support (Under Standards Development under Core Standards)</p> <p>NBPTS: National Board of Professional Teaching Standards. <i>Five Core Propositions</i>. Available at http://www.nbpts.org/standards/stds.cfm (Under Five Core Propositions)</p>
Introductory Section:	<p>This section of your portfolio should include:</p> <ol style="list-style-type: none"> 1. Introduction: One page that highlights: <ul style="list-style-type: none"> • the organization of your portfolio. • any themes developed throughout the portfolio, which may include a focus on your particular area of emphasis. • generally what the reviewer is to expect. 2. Resume or biography <ul style="list-style-type: none"> • http://www.marshall.edu/career-service/advice/resume/default.asp • Guidelines for Resume 3. Personal Philosophy of Education: A 2-3 page statement that reflects your beliefs about: <ul style="list-style-type: none"> • teaching and learning. • Students. • knowledge (what is important for students to learn). See further instructions in this packet about how to write your philosophy. • other expectations and ideas. 4. Goals: Develop a set of your important professional development goals to be accomplished during your program. 5. A final copy of the plan of study must be included. 6. Portfolio Standards: Include a copy of the “Standards for the Teacher as a Practicing Professional”.
Sections 1 - 8	STANDARDS FOR THE TEACHER AS A PRACTICING PROFESSIONAL
Principle 1 Content Knowledge	<p>Participants completing the program should be able to understand and apply the current knowledge base for their area of emphasis. Participants critically examine the central concepts, tools of inquiry, and structures of the area of emphasis to make learning meaningful for students. Items intended to represent content knowledge should reflect the area of emphasis of your program.</p> <p><u>Evidence that you</u></p> <ul style="list-style-type: none"> • know your subject matter. • can incorporate differing viewpoints about content.

	<ul style="list-style-type: none"> • engage students in generating and demonstrating knowledge. • make the content meaningful for students. <p><i>Examples of evidence:</i> Unit and lesson plans, student assignments, pictures of activities, reflective entries, supervisor comments etc.</p> <p><u>Suggestions:</u></p> <ul style="list-style-type: none"> • INTASC Principle #2, p. 15 • NBPTS Proposition #2, p. 10-12
<p>Principle 2 Human Development and Learning</p>	<p>Participants completing the program should be able to demonstrate a basic understanding of human growth and development and apply this knowledge to curriculum development, instructional implementation and other education decision making. Participants analyze how children learn and develop and provide learning opportunities for intellectual, social, and personal development.</p> <p><u>Evidence that you --</u></p> <ul style="list-style-type: none"> • choose developmentally appropriate content and strategies. • provide hands-on activities. • allow students to assume responsibility for learning. • encourage discussion and group work. • apply appropriate developmental theory. <p><i>Examples of evidence:</i> Unit and lesson plans, student work, videotape(s), pictures of activities, projects, etc.</p> <p><u>Suggestions:</u></p> <ul style="list-style-type: none"> • INTASC Principle #2, p. 16-17 • NBPTS Proposition #1, p. 8-9
<p>Principle 3 Diverse Learners</p>	<p>Participants completing the program should be able to demonstrate an understanding of cultural pluralism/diversity and the related implications for curriculum and instruction. In addition, participants should demonstrate a basic understanding of children with special needs and the ability to provide assistance within the least restrictive environment in the school setting. Participants will appraise differences in learning and create instructional opportunities adapted to diverse learners.</p> <p><u>Evidence that you --</u></p> <ul style="list-style-type: none"> • treat all children equitably. • respect individual differences. • make provisions for students with particular learning needs. • know how to access appropriate services for exceptional needs. • include multiple perspectives in discussion of subject matter. • promote inter-cultural understanding. • respond to clues of distress among students and advocate for students, seeking outside help when needed. <p><i>Examples of evidence:</i> Student opinion surveys, adaptations made for exceptional learners, multicultural activities, student work, videotape(s), ways you sought special services for students, activities or rules that promote respect for differences, referral of students for help, etc.</p> <p><u>Suggestions:</u></p> <ul style="list-style-type: none"> • INTASC Principle #3, p. 19 • NBPTS Proposition #3, p. 13-15 and Proposition #1, p. 8-9

<p>Principle 4 Planning</p>	<p>Participants completing the program should be able to demonstrate the dispositions, knowledge and skills necessary to function effectively within the social setting of the school, community and society as a whole. Participants plan instruction based upon critical understanding of subject matter, students, the community, and curriculum goals.</p> <p><i>Evidence that you -</i></p> <ul style="list-style-type: none"> • create short and long-range plans consistent with current learning theories. • create plans that recognize and address variation in teaming styles and performance levels. • plan for a broad range of instructional approaches including technologies. • consider student diversity when planning and adjusting plans for instruction. • evaluate teaching materials and resources used in plans. • incorporate authentic experiences into planning. • set clear expectations and standards for behavior. • organize and manage time, space, activities and attention. • promote respect for one another and for individual differences. <p><i>Examples of evidence:</i> Unit and lesson plans, classroom rules, examples of teaching materials, examples of adjustments of plans to meet individual needs, student work, reflective entries, etc.</p> <p><i>Suggestions:</i></p> <ul style="list-style-type: none"> • INTASC Principle #7, p. 27-28 • NBPTS Proposition #5, p. 23-24
<p>Principle 5 Instructional Strategies</p>	<p>The participant examines, applies, adapts, and evaluates a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance.</p> <p><i>Evidence that you --</i></p> <ul style="list-style-type: none"> • use a variety of instructional strategies. • include varied technologies. • select strategies based on instructional purposes. • select strategies that promote critical thinking, problem solving and performance. • monitor and adjust strategies based on feedback. • vary roles (i.e. instructor, facilitator, coach, and audience). • create a positive learning environment that promotes social interaction, active engagement, and self-motivation. • ask a variety of levels and types of questions. • use a variety of media communication tools (audio-visual aids, computers, etc). <p><i>Examples of evidence:</i> Unit and lesson plans, student work, revisions made to plans, pictures of strategies used, videotape(s), etc.</p> <p><i>Suggestions:</i></p> <ul style="list-style-type: none"> • INTASC Principle #4, p. 21 and #6, p. 25-26 • NBPTS Proposition #3, p. 13-15
<p>Principle 6 Assessment</p>	<p>The participant examines and applies formal and informal assessment strategies to evaluate learners and to ensure continuous intellectual, social, and physical development.</p> <p><i>Evidence that you -</i></p> <ul style="list-style-type: none"> • use a variety of assessment techniques (observation, portfolios of student work, tests, performance tasks, projects, student self-assessment, etc.).

	<ul style="list-style-type: none"> • involve students in self-assessment activities. • modify instruction based on assessment results. • align assessment with instructional goals. • maintain up-to-date and accurate records of student work and performance and communicate student progress. <p>Examples of evidence: Lesson plans showing how assessment matches goals, assessment instruments and authentic assessment strategies, student projects, self-assessment tools (rating scales, etc.), examples of record keeping, adjusted lessons based on assessment results, reflective entries, etc.</p> <p><u>Suggestions:</u></p> <ul style="list-style-type: none"> • INTASC Principle #8, p. 30 • NBPTS Proposition #3, p. 13-15
<p>Principle 7 Integration of Technology</p>	<p>Participants completing the program should be able to demonstrate a basic understanding of the application of technology in their area of emphasis. Participants should be able to communicate effectively with a wide variety of constituent groups including school personnel, policy makers, parents and other community members.</p> <p><u>Evidence that you -</u></p> <ul style="list-style-type: none"> • integrate technology use into your classroom instruction. • use technology to enhance the learning experiences of students. • use technology for locate and develop classroom resources. • use technology to communicate with other education professionals and community members. • use technology to perform administrative functions (record keeping, typing reports, etc.). <p><u>Examples of evidence:</u> unit or lesson plans, computer generated materials, student work samples, correspondence, video clips, photographs, etc.</p> <p><u>Suggestions:</u></p> <ul style="list-style-type: none"> • INTASC Principle #6, p. 25-26 and Principle #10, p. 34 • NBPTS Proposition #5, p. 18-19
<p>Principle 8 Action Research and Professional Growth</p>	<p>Participants completing the program should be able to demonstrate self-direction so that they may become independent, self-confident professionals with a commitment to continued professional growth and development and life-long learning. Participants should be able to demonstrate skills in research methodology, problem solving and critical thinking. The reflective practitioner will evaluate the effects of his or her choices and actions on others and will seek opportunities to grow professionally.</p> <p><u>Evidence that you --</u></p> <ul style="list-style-type: none"> • use classroom observation, information about students, and theory and research as a basis for reflection on teaching and solving a major classroom, student or school problem. • seek out professional literature, colleagues and other resources to support professional development. • identify professional associations that offer opportunity for professional development. <p><u>Examples of evidence:</u> Inquiry documentation in solving a major classroom, student, or school problem, reflections, descriptions of resources used to grow as a professional, evidence of participation in or utilization of materials from professional associations, etc.</p> <p><u>Suggestions:</u></p> <ul style="list-style-type: none"> • INTASC Principle #4, p. 32 • NBPTS Proposition #4, p. 14-17
<p>Conclusion</p>	<p>This section will include:</p> <ul style="list-style-type: none"> • your final reflection based on the goals you set for yourself and your growth as a professional educator. • changes, if any, in philosophy and beliefs.

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