

Annual Report
MA in Elementary Education & MA in Elementary Education (E)
(2009-2010)

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I. Assessment Activities

A. Program Goals

1. Description of Program

The MA in Elementary Education and MA in Elementary Education (E) provide students with a foundation in research, evaluation, instructional methods, technology, human development, and learning. Program requirements include core foundations (15 credit hours) that are shared departmentally and programmatically with the MA in Early Childhood Education, the MA in Secondary Education, and the MA in Secondary Education (E). Programs in Elementary Education provide an advanced degree for professional educators.

Elementary Education students may select from the following areas of emphasis: Early Childhood Education, Educational Computing, Elementary Science Education, individualized plan of study, Instructional Processes and Strategies, Math through Algebra I, Middle Childhood Education, School Library Media Specialist, and Teaching English as a Second Language.

2. Program Goal

The goal is to provide a coordinated, sequential program of study in elementary education to prepare the professional educator as a specialist.

3. Program Objectives

We are in the process of reorganizing our objectives into five to six major subcategories. However, at present we are still working with our previous list of 14 objectives, including that graduates are expected to be able to (underlined items are the focus of 2009-2010 assessment efforts):

- a. Understand and apply the current knowledge base for working in elementary schools;
- b. Demonstrate skills in research methodology, problem solving and critical thinking in relation to elementary education;
- c. Demonstrate the attitudes, knowledge and communication skills necessary to function effectively within the social setting of the school, community and society as a whole;
- d. Understand and evaluate teacher-learner interactions to facilitate and guide pupil achievement of varied learning outcomes in different instructional situations;

- e. Develop and implement a personal approach to teaching;
- f. Analyze, synthesize, evaluate, and apply research findings in an elementary educational setting;
- g. Demonstrate a basic understanding of the application of technology in elementary education settings;
- h. Demonstrate a basic understanding of human growth and development and the implications of developmental characteristics for curricular and instructional decisions;
- i. Understand significant theory and research in teacher effectiveness and classroom management, and demonstrate skills in instructional implementation appropriate to the developmental level of students;
- j. Demonstrate an understanding of cultural diversity and the implications of these differences for elementary settings;
- k. Communicate effectively with a wide variety of constituent groups including school personnel, policy makers, parents, and other community members;
- l. Plan long-term instructional programs based on student interest, abilities, backgrounds, and aptitudes;
- m. Demonstrate self-direction to become an independent, self-confident professional with a commitment to continued professional growth and development and lifelong learning; and
- n. Candidates will apply computers and related technologies to support instruction in their grade level and subject area.

4. Relationship to the University Mission and College Mission

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 target population for the MA in Elementary Education and MA in Elementary Education (E) is teachers in WV and surrounding states who are seeking an advanced

degree in elementary education. Teachers use this degree to update their knowledge base in the secondary teaching field and to add additional certifications (areas of emphasis) to their teaching license.

B. Data Collection

1. Program Viability

Headcount data provided by Institutional Research (IR) for Fall 2009 shows a total headcount of 141 students across all areas of emphasis in the MA in Elementary Education and MA in Elementary Education (E), including:

Degree	Area of Emphasis	Headcount	
MA in Elementary Education	Instructional Strategies and Processes	2	
	Math through Algebra I	14	
	Educational Computing	6	
	Middle Childhood Education	1	
	Elementary Science Education	2	
	Early Childhood Education	26	
	Literacy, Language, and Learning	7	
	Individualized Plan of Study	9	
	Teaching English as a Second Language	4	
	School Library Media	16	
	No area of emphasis	17	
	2 nd Majors MA in Elementary Education		15
	MA in Elementary Education (E)		23
Total		141	

2. Program Admissions

A total of 54 new degree students were admitted during 2009-2010 based on fall/spring data provided by IR and summer data downloaded from the MU B.E.R.T. report, Current Majors with Admittance Term. Summer admissions data is not provided by IR.

Program	Summer 09	Fall 09	Spring 10	Total
New Graduate Students - MA Elementary Education	16	22	7	45
New Graduate Students - MA Elementary Education (E)	3	5	1	9
Total	19	27	8	54

3. Admission Test Score

Applicants to the MA in Elementary Education and MA in Elementary Education (E) must have an average undergraduate Grade Point Average of 2.5 or better and must submit test scores from either the Graduate Record Exam (GRE) or Miller Analogies Test (MAT). The minimum score requirements are a combined score of 800 (Verbal + Quantitative) on the GRE or 387 on the MAT.

The average Grade Point Average of admits during 2009-2010 was 3.42. Twenty-one of 35 admits submitted scores from the GRE. Average GRE scores during 2009-2010 were 415 Verbal and 449 Quantitative with an average combined score of 864. A summary of MAT scores was not provided by IR.

4. Program Productivity

a. Course Sections

Courses in the MA in Elementary Education and MA in Elementary Education (E) are also used by students pursuing the MA in Early Childhood Education, the MA in Secondary Education, and the MA in Secondary Education (E). Some courses in Elementary and Secondary Education are also service courses for students pursuing degrees in Counseling, Master of Arts in Teaching, School Psychology, and Special Education.

During 2009-2010, 883 students were enrolled in specialization courses (early childhood education, educational computing, elementary science education, math through Algebra I, middle childhood education, school library media specialist, and teaching English as a second language), 984 students were enrolled in core and capstone requirements, and 776 students were enrolled in additional curriculum and instruction (CI) and educational foundations (EDF) courses that serve primarily as electives and service courses for other degree programs.

Area of Emphasis	Course Enrollments
Early Childhood Education (CI 630, 631, 632, 633, 634, EDF 513)	159
Educational Computing (CIEC 600, 630, 635, 660, 699)	124
Elementary Science Education (CISE 571, 574, 577)	3
Math through Algebra I (CIME 555, 556, 575, 650, 657, 658, 670, 675, 677)	160
Middle Childhood Education (CI 501, CI 503, 672, EDF 502)	155
School Library Media Specialist (ITL 501, 502, 515, 622, 625, 631, 650)	192
Teaching English as a Second Language (CISL 550, 551, 552, 653, 654, 655)	90
Total	883

Additional Requirements	Course Enrollments
Core Options (CI 623, 624, CIEC 534, EDF 612, 616, 621, 625)	950
Capstone Option (CI 690)	34
Total	984

Additional Elective Options	Course Enrollments
Electives – Curriculum & Instruction (CI 515, 542, 549, 550, 551, 559, 585, 586, 588, 609, 610, 638, 640, 641, 676)	356
Electives – Educational Foundations (EDF 517, 535, 585, 610, 615, 619, 635, 665)	420
Total	776

b. Third Party Contracts

A number of professional development courses, special topics courses, and workshops in curriculum and instruction, educational computing, math education, and science education were offered in cooperation with multiple agencies and school districts across the state. As noted in the table below, there were 2,345 enrollments during 2009-2010.

	Course Enrollments
Professional Development – CI 560-564	1,513
Professional Development – CIEC 560-564	392
Professional Development – CIME 560-564	148
Professional Development – CISE 560-564	112
Special Topics – CI	145
Special Topics – CIME	9
Special Topics – CISE	6
Workshops – CI 591-592	20
Total	2,345

c. Third Party Contract Programs

Contractual relationships in the areas mentioned above, included offering courses in cooperation with a variety of agencies, including but not limited to: Central West Virginia Writing Project, Improving Teacher Quality Grants, Regional Education Service Agencies West Virginia Center for Professional Development, and West Virginia Department of Education. Programs were also offered on site for a number of school districts throughout the state of West Virginia.

d. Technology Utilization

The MA in Elementary Education (E) is available for online delivery and is currently one of two fully online degrees available at Marshall University. The online degree in Elementary Education has been active since Spring 2005. At present the following areas of emphasis are available online:

- a general individualized plan of study
- Early Childhood Education
- Middle Childhood Education
- School Library Media Specialist
- Teaching English as a Second Language

Technology is actively integrated throughout the program. An educational computing (CIEC) course is required in the core of all programs of study. Syllabi indicate that most courses have a technology component that is beyond the scope of online delivery.

e. Faculty

Elementary Education has 14 full-time faculty members. Currently, one position is filled as a one-year temporary position. We are conducting a faculty search to fill this position by Fall 2011. Each semester an average of 20 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 with an average of 50 Elementary Education and staff development candidates. Faculty work with students in Elementary and Secondary Education, and the Education Specialist (Ed.S.) and Education Doctorate (Ed.D.) in Curriculum and Instruction.

f. Grants

The Elementary Education program is currently involved in grant activities serving the following counties/agencies:

- Clay County – Improving Teacher Quality Grant focused on language arts and mathematics instruction
- Mercer County – Improving Teacher Quality Grant focused on Standards Based Math
- RESA IV – Improving Teaching Quality Grant focused on mathematics instruction
- West Virginia Department of Education (WVDE) sponsored cadre in Teaching English as a Second Language

g. Program Approval Information

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

h. Graduates

Across Summer 2009 (10), Fall 2009 (14), and Spring 2010 (16) there were 40 graduates with an MA in Elementary Education or an MA in Elementary Education (E). The average GPA of program completers was 3.92. Numbers of graduate certificate completers were not available from IR.

i. Candidate Performance:

Student learning outcomes related to Elementary Education program objectives are measured a number of ways. For example, the Capstone Experience (CI 690) is used to assess learning outcomes through portfolio artifacts, reflective writing, and core examinations. During 2009-2010, program assessment efforts have been focused on reviewing the results of the core exams, beginning item analysis, and reconsidering the correlation of exam content with program objectives.

While 100% of students were able to achieve the standard/benchmark of 70% on each of five exams, students were only achieving this success rate

through multiple attempts (an average of 1-3 attempts across exams). As a result the standard/benchmark is being updated from requiring a minimum score of 70% on each of five exams to requiring a minimum average score of 70% across the five exams. In addition, retakes are being limited to three in a given semester. The rationale is to use a more comprehensive approach to assessing student learning across the core. The benchmark/standard may be increased to a minimum average of 80% across the five exams after the actions outlined below have been completed.

In addition to item analysis intended to improve exam items and ensure that items are assessing the desired learning outcomes, study guides are being updated to guide students in reviewing content prior to attempting these exams. Finally, faculty who teach core courses are reviewing their related courses to ensure that exam content is adequately covered by course objectives, course related assignments, and course based assessments.

Core exam results from 19 elementary education students who completed the capstone experience during 2009-2010 are provided below. As noted, average scores ranged from 78-87% with 100% of students achieving the minimum required score:

	Summer 09 n=5	Fall 09 n=6	Spring 10 n=8	Total n=14
Demonstrate a basic understanding of human growth and development and the implications of developmental characteristics for curricular and instructional decisions.	84	86	86	85
Plan long-term instructional programs based on student interest, abilities, backgrounds, and aptitudes.	82	77	79	79
Understand and evaluate teacher-learner interactions to facilitate and guide pupil achievement of varied learning outcomes in different instructional situations.	84	80	84	82
Demonstrate a basic understanding of the application of technology in a elementary school setting. And Apply computers and related technologies to support instruction in their grade level and subject area.	86	91	86	87
Demonstrate skills in research methodology, problem solving,	78	72	84	78

and critical thinking in relation to elementary education. And Analyze, synthesize, evaluate, and apply research findings in a elementary education setting.				
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End of program students in elementary and secondary education complete a *Self-Assessment of Professional Characteristics*. The survey includes 10 items related to program expectations/dispositions, including three of the objectives of focus for this report. Results from 2009-2010, outlined in table form below, show that students rated their knowledge as Basic (6-9%), Proficient (47-70%), or Exemplary (21-47%). None of the candidates felt that their knowledge was at the lower levels (Developmental or Emerging). Optimally, 100% of candidates would be working at the Proficient or Exemplary levels, therefore, according to self-assessments; 6-9% of the 33 candidates (2-3 students related to each item) did not meet the benchmark/standard during 2009-2010. However, all of these students submitted portfolio artifacts, reflective writing, and exam results at a satisfactory level. Actions for program consideration include continuing to provide a broad base of experiences for candidates, especially those with limited teaching experience, in order to boost their confidence and knowledge in areas where ratings of Basic or below appear.

	Developmental	Emerging	Basic	Proficient	Exemplary
Experienced professionals as specialists demonstrate a basic understanding of human growth and development and apply this knowledge in an area of specialization. (n=33)			9%	52%	39%
Experienced professionals as specialists demonstrate a basic understanding of the application of technology in an area of specialization. (n=32)			6%	47%	47%
Experienced professionals as specialists demonstrate skills in research methodology, problem solving, and critical thinking. (n=33)			9%	70%	21%

II. Component / Course / Program Level

Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
Plan long-term instructional programs based on student interest, abilities, backgrounds, and aptitudes.	CI 690 instructor administers exam (Nega Debela), program director (Lisa Heaton) and graduate assistant (Melissa Rhodes) compile data, program faculty review results and identify actions	Core exam within CI 690	Score of 70% or greater	100% of students (during 2009-2010) achieved a score of 70% or greater (average score of 79, n=19)	Updating standards/ benchmarks, conducting item analysis, updating study guides, and confirming correlation b/w exam items and program objectives
Understand and evaluate teacher-learner interactions to facilitate and guide pupil achievement of varied learning outcomes in different instructional situations.	CI 690 instructor administers exam (Nega Debela), program director (Lisa Heaton) and graduate assistant (Melissa Rhodes) compile data, program faculty review results and identify actions	Core exam within CI 690	Score of 70% or greater	100% of students (during 2009-2010) achieved a score of 70% or greater (average score of 82, n=19)	Updating standards/ benchmarks, conducting item analysis, updating study guides, and confirming correlation b/w exam items and program objectives

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 a elementary school setting.</p> <p>And</p> <p>Apply computers and related technologies to support instruction in their grade level and subject area.</p>	<p>CI 690 instructor administers exam (Nega Debela), program director (Lisa Heaton) and graduate assistant (Melissa Rhodes) compile data, program faculty review results and identify actions</p>	<p>Core exam within CI 690</p> <p>Self-assessment of Professional Characteristics</p>	<p>Score of 70% or greater</p> <p>Ratings of Proficient or Exemplary</p>	<p>100% of students (during 2009-2010) achieved a score of 70% or greater (average score of 87, n=19)</p> <p>94% of candidates (during 2009-2010) rated themselves as Proficient or Exemplary (n=32)</p>	<p>Updating standards/ benchmarks, conducting item analysis, updating study guides, and confirming correlation b/w exam items and program objectives</p> <p>Continue to provide a broad base of experiences for candidates, especially those with limited teaching experience, in order to boost confidence and knowledge in areas where ratings of Basic or below appear</p>

III. Strategic Areas of Focus for 2010-2011 and Beyond

- **Outreach**: Statewide, regional and county delivery of degree, professional development and licensure programs in Elementary Education
- **Technology**: Continued development of technology-based 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

Priorities for 2010-2011

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
- Prepare additional reports in preparation NCATE review and program refilling with the WVDE.

Increase productivity in external grants/contracts

- Develop/submit new 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:

Special assistance is not being requested at this time. Programmatically we are working to fill one vacant faculty position, staff a doctoral GA position to provide support in

preparing for our next NCATE (accreditation) visit and prepare refilling documents for the WVDE.

V. Lesson Learned

A. Improvements:

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

1. Updating the Advising Guide to reflect the changes in online delivery
2. Moving Math through Algebra I 100% online
3. Increasing the number of adjunct faculty to meet the growing demand for Math thru Algebra I and School Library Media Specialist areas of emphasis
4. Started working on a new certificate program in Elementary Math Education in order to accommodate demand

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 the program area took the following steps to ensure faculty wide involvement in the Assessment process, including:

1. Preparing CAR and SPA reports for our next accreditation visit.
2. Reviewing assessment data from our capstone experience and completing item analysis to improve comprehensive exams.
3. Involving doctoral program graduate assistants in maintaining databases to provide consistency in data recording.

APPENDIX A: SAMPLE PLANS OF STUDY

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

NAME: _____ MUID: _____ TELEPHONE: _____

ADDRESS: _____ EMAIL: _____

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

CORE COURSES (15 hrs)		Course Name	Sem/Yr	Grade	Hours	Remarks
EDF 621 or EDF 625	Educational Research & Writing or Qualitative Research in Education		Fall, Spr, Smr		3	
EDF 616	Advanced Studies in Human Development		Fall, Spr, Smr		3	
CIEC 600	Computing and Instructional Design		Fall, Spr, Smr		3	
Methods	Approved Methods Course (CIME 670)		Fall, Spr, Smr		3	
EDF 612 or CI 501 or CI 610	Educational Evaluation or Middle Childhood Curriculum or Secondary Ed: Curriculum in the Modern Sec School		Fall, Spr, Smr		3	

AREA OF EMPHASIS COURSES (18 hrs)

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

CAPSTONE EXPERIENCE (6 hrs)

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

TOTAL HOURS 39

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

NAME:

MUID:

TELEPHONE:

ADDRESS:

EMAIL:

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

CORE COURSES (15 hrs) Course Name

Sem/Yr

Grade

Hours

Remarks

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

AREA OF EMPHASIS COURSES (18 hrs)

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

CAPSTONE EXPERIENCE (6 hrs)

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

TOTAL HOURS 39

MARSHALL UNIVERSITY GRADUATE COLLEGE
PLAN OF STUDY: ___Elementary Education ___Secondary Education
AREA OF EMPHASIS: Educational Computing

NAME: _____ MUID: _____ TELEPHONE: _____

ADDRESS: _____ EMAIL: _____

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

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

EDF 621 or EDF 625	Educational Research & Writing or Qualitative Research in Education	Fall, Spr, Smr		3	
EDF 616	Advanced Studies in Human Development	Fall, Spr, Smr		3	
CIEC 530 or CIEC 534 or CIEC 600 or CIEC 660	Computer Software & Methodology in Ed or Application Software in Classrm Curr Area or Computing and Instructional Design or Using Computers to Improve Instr in the Classrm	Fall, Spr, Smr		3	
CI623 or CI 624 or Methods	Instr Models & Assessment Techniques or Advanced Instructional Strategies or Approved Methods Course	Fall, Spr, Smr		3	
EDF 612	Educational Evaluation	Fall, Spr, Smr		3	

AREA OF EMPHASIS COURSES (18 hrs)

CIEC 600	Computing and Instructional Design	Fall, Spr, Smr		3	
CIEC 610	Local Area Networks & Telecomm in the Sch	Fall, Spr, Smr		3	
CIEC 620	Software Evaluation and Selection	Fall, Spr, Smr		3	
CIEC 630	Authoring Systems and Multimedia	Fall, Spr, Smr		3	
CIEC 699	Final Project in Curriculum Area	Fall, Spr, Smr		3	
Elective	(Advisor Approval)	Fall, Spr, Smr		3	

CAPSTONE EXPERIENCE (6 hrs)

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

TOTAL HOURS 39

APPENDIX B: SAMPLE ASSESSMENT TOOLS

Self-Assessment of Professional Characteristics

1. Your Name

2. Which degree are you seeking?

- a. Elementary Education
- b. Secondary Education

3. Area of Emphasis:

4. Please indicate your MU ID (901 number):

5. Advisor:

6. Semester/Year:

7. Knowledge Base: Experienced professionals as specialists understand and apply the current knowledge base in a specialization. Candidate Self-Rating:

- a. Developmental
- b. Emerging
- c. Basic
- d. Proficient
- e. Exemplary

8. Comments related to Knowledge Base...

9. Critical Thinking: Experienced professionals as specialists demonstrate skills in research methodology, problem solving, and critical thinking. Candidate Self-Rating:

- a. Developmental
- b. Emerging
- c. Basic
- d. Proficient
- e. Exemplary

10. Comments related to Critical Thinking...

11. Social Settings: Experienced professionals as specialists demonstrate the attitudes, knowledge, and skills necessary to function effectively within the social settings of the school/agency, community, and society as a whole. Candidate Self-Rating:

- a. Developmental
- b. Emerging
- c. Basic
- d. Proficient
- e. Exemplary

12. Comments related to Social Settings...

13. Technology: Experienced professionals as specialists demonstrate a basic understanding of the application of technology in an area of specialization. Candidate Self-Rating:

14. Comments related to Technology...

15. Human Growth and Development: Experienced professionals as specialists demonstrate a basic understanding of human growth and development and apply this knowledge in an area of specialization. Candidate Self-Rating:

- a. Developmental
- b. Emerging
- c. Basic
- d. Proficient
- e. Exemplary

16. Comments related to Human Growth and Development...

17. Special Needs: Experienced professionals as specialists demonstrate a basic understanding of students with special needs and the ability to provide assistance within the least restrictive environment. Candidate Self-Rating:

- a. Developmental
- b. Emerging
- c. Basic
- d. Proficient
- e. Exemplary

18. Comments related to Special Needs...

19. Cultural Pluralism/Diversity: Experienced professionals as specialists demonstrate an understanding of cultural pluralism/diversity (including special needs) and the related implications for curriculum and instruction. Candidate Self-Rating:

- a. Developmental
- b. Emerging
- c. Basic
- d. Proficient
- e. Exemplary

20. Comments related to Cultural Pluralism/Diversity...

21. Communication: Experienced professionals as specialists communicate effectively with a wide variety of constituent groups including school/agency personnel, policy makers, parents, and other community members. Candidate Self-Rating:

- a. Developmental
- b. Emerging
- c. Basic
- d. Proficient
- e. Exemplary

22. Comments related to Communication...

23. Professional Growth: Experienced professionals as specialists demonstrate self-direction as an independent, self-confident professional with a commitment to continued professional growth and development and life-long learning. Candidate Self-Rating:

- a. Developmental
- b. Emerging
- c. Basic
- d. Proficient
- e. Exemplary

24. Comments related to Professional Growth...

Standards for the Experienced Professional as Specialist

Contents of the Portfolio

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

	<p><u>Evidence that you</u></p> <ul style="list-style-type: none"> • know your subject matter. • can incorporate differing viewpoints about content. • engage students in generating and demonstrating knowledge. • make the content meaningful for students. <p><u>Examples of evidence:</u> Unit and lesson plans, student assignments, pictures of activities, reflective entries, supervisor comments etc.</p> <p><u>Suggestions:</u></p> <ul style="list-style-type: none"> • INTASC Principle #2, p. 15 • NBPTS Proposition #2, p. 10-12
<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><u>Examples of evidence:</u> Unit and lesson plans, student work, videotape(s), pictures of activities, projects, etc.</p> <p><u>Suggestions:</u></p> <ul style="list-style-type: none"> ☐ INTASC Principle #2, p. 16-17 ☐ NBPTS Proposition #1, p. 8-9
<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><u>Examples of evidence:</u> Student opinion surveys, adaptations made for exceptional learners, multicultural activities, student work, videotape(s), ways you sought special services for students, activities or rules that promote respect for differences, referral of students for help, etc.</p>

	<p><u>Suggestions:</u></p> <ul style="list-style-type: none"> • INTASC Principle #3, p. 19 • NBPTS Proposition #3, p. 13-15 and Proposition #1, p. 8-9
<p>Principle 4 Planning</p>	<p>Participants completing the program should be able to demonstrate the dispositions, knowledge and skills necessary to function effectively within the social setting of the school, community and society as a whole. Participants plan instruction based upon critical understanding of subject matter, students, the community, and curriculum goals.</p> <p><u>Evidence that you -</u></p> <ul style="list-style-type: none"> • create short and long-range plans consistent with current learning theories. • create plans that recognize and address variation in teaming styles and performance levels. • plan for a broad range of instructional approaches including technologies. • consider student diversity when planning and adjusting plans for instruction. • evaluate teaching materials and resources used in plans. • incorporate authentic experiences into planning. • set clear expectations and standards for behavior. • organize and manage time, space, activities and attention. • promote respect for one another and for individual differences. <p><u>Examples of evidence:</u> Unit and lesson plans, classroom rules, examples of teaching materials, examples of adjustments of plans to meet individual needs, student work, reflective entries, etc.</p> <p><u>Suggestions:</u></p> <ul style="list-style-type: none"> • INTASC Principle #7, p. 27-28 • NBPTS Proposition #5, p. 23-24
<p>Principle 5 Instructional Strategies</p>	<p>The participant examines, applies, adapts, and evaluates a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance.</p> <p><u>Evidence that you --</u></p> <ul style="list-style-type: none"> • use a variety of instructional strategies. • include varied technologies. • select strategies based on instructional purposes. • select strategies that promote critical thinking, problem solving and performance. • monitor and adjust strategies based on feedback. • vary roles (i.e. instructor, facilitator, coach, and audience). • create a positive learning environment that promotes social interaction, active engagement, and self-motivation. • ask a variety of levels and types of questions. • use a variety of media communication tools (audio-visual aids, computers, etc). <p><u>Examples of evidence:</u> Unit and lesson plans, student work, revisions made to plans, pictures of strategies used, videotape(s), etc.</p> <p><u>Suggestions:</u></p> <ul style="list-style-type: none"> ☐ INTASC Principle #4, p. 21 and #6, p. 25-26 ☐ NBPTS Proposition #3, p. 13-15

<p>Principle 6 Assessment</p>	<p>The participant examines and applies formal and informal assessment strategies to evaluate learners and to ensure continuous intellectual, social, and physical development.</p> <p><u>Evidence that you -</u></p> <ul style="list-style-type: none"> • use a variety of assessment techniques (observation, portfolios of student work, tests, performance tasks, projects, student self-assessment, etc.). • involve students in self-assessment activities. • modify instruction based on assessment results. • align assessment with instructional goals. • maintain up-to-date and accurate records of student work and performance and communicate student progress. <p>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
Conclusion	<p>This section will include:</p> <ul style="list-style-type: none"> • your final reflection based on the goals you set for yourself and your growth as a professional educator. • changes, if any, in philosophy and beliefs. •
Other	<p>Put artifacts in this section which do not seem to fit elsewhere. Be very selective.</p>
Presentation	<p>The Presentation has three components:</p> <ul style="list-style-type: none"> • The Final Portfolio itself • A PowerPoint Presentation • An Oral Presentation <p>Guidelines for the Final Portfolio:</p> <ul style="list-style-type: none"> • The three-inch notebook should include all of the above sections. • At the front of the portfolio should be a cover sheet to include your name, the course title, the semester, Marshall University Graduate College and the professor's name (All centered). • Each section should have a cover sheet denoting the title of the section. • Each section should have the Reflection and the Documentation supporting that reflection. <p>Guidelines for the PowerPoint Presentation:</p> <ul style="list-style-type: none"> • Identify a theme and support it with a image or picture(s). • Identify two principles that had the greatest impact of change on you as a teacher. • Address each principles with the following statements: <ol style="list-style-type: none"> 1. What differences I've made in my teaching because of this principle. 2. What this principle has reinforced in my teaching. 3. What benchmarks in the principle needed new insights and change. 4. What this principle says to art of teaching. • Identify at least three personal benefits of this degree. <p>Guidelines for the Oral Presentation:</p> <ul style="list-style-type: none"> • The presentation is limited to 10 minutes. • Briefly introduce yourself, your school, and grade level. • Follow the PowerPoint steps in your oral presentation. Feel free to highlight any insights you've gained from your master's program at Marshall or the impact of this degree program throughout the presentation.