

Annual Report

Master of Arts in Teaching

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A. Program Overview

A.1., 2., and 3. Description ,Goals and Target Population – The Master of Arts in Teaching offers an alternative route to teacher certification for persons who already have an undergraduate degree in a content area such as chemistry or music. Using the previously completed content courses as a foundation, this program provides the required professional education courses at the graduate level. Upon successful completion of the MAT program, all content courses, and testing requirements, the candidate receives a master’s degree and a recommendation to the West Virginia Department of Education for a teaching certificate.

The Master of Arts in Teaching Program consists of a set of core requirements, developmental level area of emphasis requirements, and a capstone experience. All candidates must complete coursework in research, human growth and development, educational psychology, technology, and instructional methods. The candidate's area of emphasis within the degree program correlates to the developmental level(s) of the content specialization for which they are seeking certification, e.g., Prek-Adult, 5-Adult or 9-Adult. The capstone experience is the program component through which students demonstrate their ability to synthesize and apply the research, problem-solving, planning and teaching capabilities developed throughout the program. The capstone experience consists of a professional portfolio developed during a full semester of student teaching and a presentation of the portfolio. MAT candidates also take a comprehensive exam during their final semester of coursework. The Programs of Study for the Master of Arts in Teaching Degree are located in Appendix A.

The conceptual framework for Advanced Programs is based on the theme *Preparing The Experienced Professional As Specialist*. Nine objectives and four dispositions form the Advanced Programs framework that guided the development of the assessment plan. Program goals and objectives are consistent with the nine objectives and four dispositions contained in the conceptual framework along with the West Virginia Professional Teaching Standards and the National Content Standards (ACTFL, NCTE, NCTM, NCSS, NSTA, NABTE, NASPE, ACEJMC, AAFCS, AAHE, Oral Communications).

The goals of the Master of Arts in Teaching Program are consistent with the general statement of purpose and philosophy for Marshall University. This relationship is especially evident when framed within the context of the University commitment to enhance graduate education.

The MAT program is also consistent with, and a logical extension of three of the areas identified for current emphasis at Marshall University. These areas of emphasis include:

1. School and schooling, including teacher education and the setting of the agenda for public education in West Virginia;
2. Economic development, which includes programs in education, science, the community and technical college, perhaps engineering, and a broad range of fields;
3. High quality graduate programs.

Using the content area of candidates’ undergraduate specializations, the Master of Arts in Teaching Program provides the professional education courses and clinical experiences,

including student teaching, to prepare candidates to teach in a specific content area in grades Prek-Adult, 5-Adult or 9-Adult, see Appendix A. Program goals include the following:

- 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;
- Collaborate with other institutions, agencies, and school systems to provide optimal educational and clinical experiences in the preparation of reflective classroom practitioners;
- Utilize innovative instructional models, service delivery, and support systems, integrating technology where applicable in program delivery;
- Demonstrate a commitment to cultural diversity and social justice.

The core of any academic assessment effort must focus on candidate performance; what candidates must know and be able to do as a result of completing the program. Candidates completing the MAT program will be able to:

- Demonstrate the knowledge, skills and dispositions necessary to function effectively as classroom teachers within the social setting of the school and community;
- Reflect upon and evaluate the teacher-learner interactions, the developmental characteristics of the students, and the diversity of the students to plan and implement instruction;
- Effectively use assessment, technology and communication tools in planning, implementing and evaluating teaching and learning
- Demonstrate self-direction to become an independent, self-confident professional with a commitment to continued professional growth, development, and lifelong learning.

A.4. – Program Viability - Enrollments in the MAT program remain stable, see chart below. All of the courses are offered at the Huntington or South Charleston Campus and some are available at the Beckley location.

May 2010-May 2011	MAT	Post Bac
Applicants	57	38
Admits	57	37
Praxis Reading Score Average	181 reading; 177 writing; 180 math	182 reading; 176 writing, 180 math
Miller Analogies Test (MAT) Score Average	408	390
GRE Score Average	508 quantitative; 449 verbal; 3.9 writing	481 quantitative; 469 verbal; 4.3 writing
UGPA Average	3.27	3.14
Completers	40	13*

*Number of students who applied for a Marshall Post Bac Certificate only

D. Technology Utilization/Integration

D.1. Curriculum Integration – The MAT degree Plans of Studies include a three-credit technology utilization course, CIEC 530, CIEC 534, CIEC 600, or CIEC 660. Course descriptions are as follows:

- CIEC 530 Computer Software and Methodology in Education. 3 credit hours
This course is designed for in-service teachers who want to become familiar with how to use the microcomputer to improve their instruction.
- CIEC 534 Applications Software in the Classroom Curriculum Area. 3 credit hours
A hands-on overview of major classes of applications software. A range of computing topics such as hardware, communications, ethics, and types of software will be discussed.
- CIEC 600 Instructional Design and Technology. 3 credit hours
An analysis of current systems of educational computing based on models of instruction, learning modalities, and desired learning outcomes.
- CIEC 660 Using Computers to Improve Instruction in the Classroom. 3 credit hours
This course is designed for in-service teachers who are familiar with the “BASIC programming” language and who want to learn how microcomputer can be utilized in a content area.

D.3. Other Technology Projects – In addition to the basic educational technology integrated into all coursework, candidates are required to incorporate technology into their lesson plans and units they develop in curriculum and instruction courses.

E. Faculty

E.1. Faculty Status – All tenure track faculty positions are filled with most faculty having both tenure and advanced rank. Retention has not been an issue, although it is anticipated that future recruitment of experienced, highly qualified individuals will be constrained by the existing salary structure.

E.6. Student Course Evaluation Summary – A review of student course evaluation data for Fall 2010 and Spring 2011 (Appendix B) reveals that, in the aggregate, MAT courses were rated similarly to those for the Professional Education Unit (PEU). By the same measure, the differences in evaluations for full versus part-time faculty show little significant difference. This lack of difference indicates that the cadre of adjunct and part-time faculty is a strong one and is highly regarded by students in advanced programs. On the other hand, a comparison of student evaluations for face-to-face courses versus distance indicates lower evaluations for the latter. Because this appears to be uniformly true across advanced programs in the PEU, and investigation of this phenomena at the unit level would appear warranted.

F. Program Information

F 1, 2 &3 –NCATE, NCA and WVDE Status – The MAT Car report was fully approved without conditions by NCATE. The program is also fully accredited by the NCA and WVDE.

I. Candidate Performance

The PEU Model identifies seven areas of data collection aligned to the Master of Arts in Teaching Program assessments. Candidate data was obtained by gathering data from the eight key assessments described in the Key Assessment Plans Section.

Key Assessments:

See Appendix C for: Key Assessments: Instruments and Description of Use and Alignment with Professional Standards.

Assessment 1

Praxis II content area tests are standardized subject specific tests adopted by the West Virginia Department of Education and administered by the Educational Testing Service, see detailed descriptions of each exam and passing scores on pg. 10-11 of this report.

EDF 677 MAT Level III Clinical Experience

Fall 2010

MAT or Post Bac	Certification Area(s)	Praxis II Content Scores
1. PB	Biology 9-Adult	179
2. PB	English 5-Adult	179
3. MAT	Business 5-Adult	700
4. PB	Social Studies 5-Adult	174
5. MAT	Social Studies 5-Adult	176
6. MAT	Biology 9-Adult	171
7. MAT	Social Studies 5-Adult	158
8. MAT	Physical Ed. PreK-Adult	151
9. MAT	General Science 5-Adult	GS-175, PS-183
10. PB	Spanish 5-Adult	164
11. MAT	Social Studies	194
12. MAT	Business Education	660
13. MAT	General Science & Biology	B-157, PS – 166, GS – 157, GSB - 161
14. MAT	Art	194
15. MAT	Business Education	730
16. MAT	General Science & Biology	B- 162, PS – 153, GS- 155
17. MAT	Math and Business Education	M-138, B – 650
18. PB	Business Education	B – 590 Mkt – 170
19. PB	Chemistry	181
20. PB	Physical Education	Pass
21. MAT	Social Studies	158
22. PB	French	196
23. PB	Math and Social Studies	165, 200
24. PB	English	189

25. MAT	English and Social Studies	E-179, SS – 157
26. MAT	Physical Education	154
27. MAT	Social Studies	176
28. PB	Business Education	670

Praxis II Content Area Tests Results

Fall 2010

Content Area	# of Candidates	Passing Score(s)	Candidates Scores
Business Education	6	570	700, 660, 730, 590, 650, 670
Marketing Education	1	153	170
English	3	155	179, 189, 179
Art	1	160	194
Chemistry	1	157	181
Social Studies	8	148	174, 176, 158, 194, 158, 176, 200, 157
Physical Education	3	150	154, 151, Pass
Spanish	1	143	164
French	1	131	196
Biology	4	152	179, 171, 162, 157
Math	2	133	165, 138
General Science	3	GSB-148, PS-142, GS-149	GS-175, PS 183 GS-161, PS 166, GSB-161 B-162, PS-153, GS 155

EDF 677 MAT Level III Clinical Experience

Spring 2011

MAT/PBC	Cert. Area(s)	Praxis II Content Scores
1.MAT	Gen Science Biology	B-158, PS -158
2.MAT	Gen Science and Biology	B-157, PS 149, =154
3.MAT	General Science	B-165, PS-173, 0432=151
4.MAT	English	174
5.PBC	Physical Education	161
6.PBC	Business Ed & Mkt Ed	0100=770, 0561=181
7.MAT	English	161
8.MAT	Physical Education	171
9.MAT	Gen Sci/Biology	B-169, PS-169, GS-166
10.MAT	Gen Sci/Biology	B-157, PS-155, GS-166
11.PBC	Gen Sci/Biology	B-186, PS-168, GS-160
12.MAT	Gen Sci/Biology	B-167, PS-163, GS-168
13.MAT	Math	172
14.PBC	Business Education	missing data
15.MAT	English	183
16.MAT	English	186

17.MAT	English	187
18.MAT	English	171
19.PBC	Social Studies	181
20.PBC	PE and Health	PE-170, H-800
21.MAT	Social Studies	158
22.PBC	English	168
23.MAT	Family and Consumer	178
24.MAT	Science Content-Gen. Science-Bio	GSB-156, PS-142, GS-152
25.MAT	Social Studies	177
26.MAT	English	192
27.MAT	English	182

Praxis II Content Area Tests Results

Spring 2011

Content Area	# of Candidates	Passing Score(s)	Candidates Scores
Business Education	2	570	710, missing data
Marketing Education	1	153	181
English	9	155	174, 161, 183, 186, 187, 171, 168, 192, 182
Social Studies	3	148	181, 158, 177
Physical Education	3	150	161, 171, 170
Health	1	640	800
Family and Consumer Science	1	146	178
Biology Content	6 (0235)	152	158, 157, 169, 157, 186, 167
	2 (0231)	148	165, 156
Math	1	133	172
General Science Content	7 (0432)	149	154, 151, 166, 166, 160, 168, 152
Physical Science	8 (0481)	142	158, 149, 173, 169, 155, 168, 163, 142

Praxis II® Subject Assessments

These tests measure subject-specific content knowledge, as well as general and subject-specific teaching skills, that you need for beginning teaching. (www.ets.org)

The Educational Testing Service (ETS) is responsible for the scoring of each subject-specific content knowledge test. The West Virginia Department of Education has established a minimum score requirement for each test.

To Be Certified in:	Take This Test(s):	Test Code	Session	Qualifying Score
Secondary Education/Content Endorsements				
Art	Art: Content Knowledge (PDF)	0133	1	160

Biology	Biology: Content Knowledge (PDF)	0235	2	152
Business Education	Business Education (PDF) (Calculator allowed.)	0100	1	570
Business Education/Marketing	Business Education (PDF) (Calculator allowed.) And Marketing Education (PDF)	0100	1	570
Chemistry	Chemistry: Content Knowledge (PDF)	0245	2	157
Chemistry and Physics	Chemistry: Content Knowledge (PDF) and Physics: Content Knowledge (PDF)	0245	2	157
English (5–Adult)	English Language, Literature, and Composition: Content Knowledge	0041	1	155
Family and Consumer Science	Family and Consumer Sciences (PDF)	0121	1	146
French (5–Adult)	French: Content Knowledge (PDF) (Contains listening section.)	0173	2	131
	Biology: Content Knowledge Part 1 (PDF)	0231	2	148
	and			
General Science (5–Adult)	Physical Science: Content Knowledge (PDF)	0481	2	142
	and General Science: Content Knowledge Part 2 (PDF)	0432	1	149
	A passing score submitted for the Biology endorsement (Biology: Content Knowledge 0235) may be submitted for the Biology test requirement indicated for General Science. Also, a passing score submitted for the Chemistry or Physics endorsement (Chemistry: Content Knowledge 0245 or Physics: Content Knowledge 0265) may be substituted for the Physical Science test requirement indicated for General Science.			
Health	Health Education (PDF)	0550	2	640
Journalism	<i>No Praxis II test required.</i>			
Latin (5–Adult)	Latin (PDF)	0600	1	480
Marketing	Marketing Education (PDF)	0561	1	153
Mathematics (5–Adult)	Mathematics: Content Knowledge (PDF) (Graphing calculator required.)	0061	1	133
Music	Music: Content Knowledge (PDF) (Contains listening section.)	0113	1	155
Oral Communication (5–Adult)	Speech Communication: Content Knowledge (PDF)	0221	1	150
Physical Education	Physical Education: Content Knowledge	0091	1	150
Physics	Physics: Content Knowledge (PDF)	0265	1	126
Social Studies (5–Adult)	Social Studies: Content Knowledge	0081	1	148
Spanish (5–Adult)	Spanish: Content Knowledge (PDF) (Contains listening section.)	0191	1	143

Twenty eight candidates participated in EDF 677 MAT Level III Clinical Experience (student teaching) during the fall semester of 2010 and twenty seven candidates in the spring of 2011 for a total of fifty five. candidates. Candidates are required to complete the appropriate Praxis II content specific test(s) prior to student teaching. The data show that in fall 2010 and spring 2011 all candidates had passing scores on their Praxis II Content Tests.

Assessment 2

The transcript analysis process was developed in collaboration with content area faculty and is aligned with national and or SPA standards for each content area. Matrices were developed to ensure that the analyses are aligned with the standards. All content areas require a minimum GPA of 2.7 with no grades below a C.

Each analysis requires candidates to have between 36 to 48 credit hours in the content area and depending on the specific content between 33% to 92% of that coursework must be completed at the upper (junior and senior) or graduate level. English requires 33 of 36 credits at an upper level (junior and senior level). The analyses are designed to allow candidates to take courses within blocks that are specific to the discipline as evidenced in the matrices below.

May 2010-May 2011	MAT	Post Bac
Applicants	57	38
Admits	57	37
Praxis Reading Score Average	181 reading; 177 writing; 180 math	182 reading; 176 writing, 180 math
Miller Analogies Test (MAT) Score Average	408	390
GRE Score Average	508 quantitative; 449 verbal; 3.9 writing	481 quantitative; 469 verbal; 4.3 writing
UGPA Average	3.27	3.14
Completers	40	13*

*Number of students who applied for a Marshall Post Bac Certificate only

Assessment 3

The unit plan assesses the candidates ability to identify the relevance of each daily lesson plan, the goals and objectives, the sequential outline of the day's procedural activities designed to achieve the goals and objectives, strategies for formative assessments, materials and resources to complete the daily lesson, modifications needed for various learning styles capabilities, cultures, and/or identified specialties, and to demonstrate thoughtful awareness of strong and weak components of each lesson.

SCORING RUBRIC FOR TEACHING UNITS EDF 677 – MAT Level III Clinical

Fall 2010

ITEMS	3 (Proficient)	2 (Basic)	1 (Not Yet Meeting Standard)
UNIT			
Unit Appearance	16 100%		
Unit Organization	16 100%		
Daily Lesson Plans			

Lesson Plan Rationale	12 75%	4 25%	
Lesson Plan Goals and Objectives	12 75%	4 25%	
Lesson Plan Procedures	12 75%	4 25%	
Lesson Plan Formative Assessment	16 100%		
Lesson Plan Materials, Equipment, Resources	16 100%		
Lesson Plan Modifications for Diverse Learners	12 100%	4 25%	
Lesson Plan Reflection/Revision	11 69%	5 31%	

25-27 points = Excellent unit

21-24 points = Satisfactory unit

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

SCORING RUBRIC FOR TEACHING UNITS

EDF 677 – MAT Level III Clinical

MUGSEPD S. Charleston Campus

Spring 2011

ITEMS	3 (Proficient)	2 (Basic)	1 (Not Yet Meeting Standard)
UNIT			
Unit Appearance	17 100%		
Unit Organization	16 94%	1 6%	
Daily Lesson Plans			
Lesson Plan Rationale	16 94%	1 6%	
Lesson Plan Goals and Objectives	16 94%	1 6%	
Lesson Plan Procedures	17 100%		
Lesson Plan Formative Assessment	17 100%		
Lesson Plan Materials, Equipment, Resources	17 100%		
Lesson Plan Modifications for Diverse Learners	17 100%		
Lesson Plan Reflection/Revision	17 100%		

25-27 points = Excellent unit

21-24 points = Satisfactory unit

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

SCORING RUBRIC FOR TEACHING UNITS
EDF 677 – MAT Level III Clinical
College of Education Huntington Campus

Spring 2011

ITEMS	3 (Proficient)	2 (Basic)	1 (Not Yet Meeting Standard)
UNIT			
Unit Appearance	10 83%	2 17%	
Unit Organization	11 92%	1 8%	
Daily Lesson Plans			
Lesson Plan Goals and Objectives	12 100%		
Integration	7 58%	4 33%	1 8%
Assessment	11 92%	1 8%	
Strategies and Procedures	11 92%	1 8%	
Provisions for Differences	9 75%	3 25%	
Materials/Resources	11 92%	1 8%	

17-24 points = Mastery

9-16 points = Approaching Mastery

You are expected to score at least 17 before teaching this unit.

The data indicate that the candidates are basic to proficient on the preparation of instructional units with the majority at the proficient level. The data from the GSEPD S. Charleston Campus unit plan rubric show that all of the candidates scored at the basic or proficient level and data from the College of Education Huntington Campus show that all candidates scored at basic or proficient level on all but one category of the Unit Plan Rubric. The unit plan rubric assesses the candidate's ability to plan for instruction against the subject specific standards.

Assessment 4

The clinical performance evaluation used to determine a candidate's level of proficiency on the five West Virginia Teaching standards, ten Teacher Candidate Dispositions, and National Content Standards depending on candidate's content (ACTFL, NCTE, NCTM, NCSS, NSTA, NABTE, NASPE, ACEJMC, AAFCS, AAHE, Oral Communications) evaluated during their EDF 677, MAT Level III Clinical Experience (student teaching). The level attained on the rubric is determined collaboratively between the public school supervisor and the university supervisor. Candidates must achieve a minimum level of basic on dispositions and standards.

EDF 677 – Clinical III Data

Fall 2010

Criteria	1	2	3	4	5	
N = 26						
INTASC STANDARDS	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed	No Response
Content Knowledge	17 65%	8 31%	1 4%			
Human Development	17 65%	8 31%	1 4%			
Diverse Learners	17 65%	8 31%	1 4%			
Instructional Strategies	16 62%	9 34%	1 4%			
Learning Environment	19 73%	6 23%	1 4%			
Communication	19 73%	5 19%	2 8%			
Planning	19 73%	6 23%	1 4%			
Assessment	19 73%	6 23%	1 4%			
Reflection and Professional Growth	17 65%	8 31%	1 4%			
Professional Relationships	18 69%	7 19%	1 4%			

EDF 677 – Clinical III Data

Spring 2011

Criteria	1	2	3	4	5	
N = 27						
INTASC STANDARDS	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed	No Response
Content Knowledge	20 74%	7 26%				
Human Development	18 67%	9 33%				
Diverse Learners	17 63%	9 33%	1 4%			
Instructional	21	6				

Strategies	78%	22%				
Learning Environment	18 67%	9 33%				
Communication	19 70%	8 30%				
Planning	19 70%	8 30%				
Assessment	22 81%	5 19%				
Reflection and Professional Growth	19 70%	8 30%				
Professional Relationships	25 93%	2 7%				

The data show that the candidates range from basic to proficient on each of the ten INTASC standards with the majority of the candidates being at the proficient level for a beginning teacher. The data indicate that candidates are performing at the Proficient and Distinguished levels in almost every incidence on all ten of the INTASC standards. This would suggest that the candidates prepared and performed well for beginning or novice teachers.

Assessment 5

A portfolio prepared by the candidates as a requirement during EDF 677, MAT Level III Clinical Experience (student teaching). Major sections of the portfolio include a set of teaching goals, an explanation of educational beliefs based on best practice and educational theories and philosophies, a description an analysis of contextual factors, a unit plan, assessment plan, an analysis of student learning, and a self-reflection of the student teaching and portfolio experience.

EDF 677 – MAT LEVEL III CLINICAL EXPERIENCE PORTFOLIO EVALUATION FORM Marshall University

Fall 2010

Please place a check in the appropriate column for each of the standards below.

A total of 11 points are needed for a passing score.

STANDARDS		YES	Some-what	N O
N = 24		2	1	0
1.	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.	24 100%		
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. Principle 3-1 Principle 4-2	23 96%	1 4%	
3.	Explanations of theories and philosophies cited are accurate; unit and assessment plans are consistent with stated beliefs. Principle 3-1 Principle 4-2	20 83%	4 17%	
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). Principle 4-2, 4-3 and 4-4	24 100%		
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) Principle 3-1 and 3-3	23 96%	1 4%	
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. Principle 3-2 and 3-3	21 88%	3 12%	
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. Principle 3-1, 3-2 and 3-3	21 88%	3 12%	

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. Principle 3-2 Principle 4-1 and 4-4	23 96%	1 4%	
9.	The portfolio is free from grammatical, spelling, and typographical errors.	23 96%	1 4%	

N = 24

Total Points Possible = 18

Mean Score = 17.2

**EDF 677 – MAT LEVEL III CLINICAL EXPERIENCE
PORTFOLIO EVALUATION FORM**

Spring 2011

Please place a check in the appropriate column for each of the standards below. **A total of 11 points are needed for a passing score.**

STANDARDS N = 29	YES 2	Some- what 1	NO 0
10. 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.	29 100%		
11. 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. Principle 3-1 Principle 4-2	29 100%		
12. Explanations of theories and philosophies cited are accurate; unit and assessment plans are consistent with stated beliefs. Principle 3-1 Principle 4-2	28 97%	1 3%	
13. 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). Principle 4-2, 4-3 and 4-4	29 100%		
14. 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) Principle 3-1 and 3-3	29 100%		
15. 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. Principle 3-2 and 3-3	29 100%		
16. 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. Principle 3-1, 3-2 and 3-3	27 93%	2 7%	
17. 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. Principle 3-2 Principle 4-1 and 4-4	27 93%	2 7%	
18. The portfolio is free from grammatical, spelling, and typographical errors.	27 93%	2 7%	

N = 29

Total Points Possible = 18

Mean Score = 17.76

Composite scores were recorded for fall 2010, individual scores for each of the nine components were recorded with an overall mean score of 17.2 out of a possible score of 18 and spring 2011 with an overall mean score of 17.76. Candidates consistently scored well on the portfolio rubric.

Assessment 6

The capstone presentation consists of a 15-20 minute oral reflection on the candidates' portfolio and the degree to which students learned. The oral presentation is an assessment of presentation skills and their ability to articulate their thoughts.

Capstone Presentations

Fall 2010

Standard	Yes = 2	Somewhat 1	No = 0
Speaks Clearly and demonstrates effective use of vocal mechanism in a public, group, or interpersonal interaction			
Intelligible speech	24		
Proper diction	23	1	
Good inflection	24		
Adapts volume	24		
Constructs a clear and effective Message adapted to the perceptual framework of the listener.			
Identifies purpose	14	4	6
Frames central ideas	22	2	
Contextual factors Principle 4-2, 4-3 and 4-4	21	2	1
Unit description Principle 3-1 and 3-3 Principle 4-2	24		
Goal(s) Principle 4-2	21	2	1
Assessment strategy Principle 3-2 and 3-3	21	2	1
Analysis of learning Principle 3-1, 3-2 and 3-3	20	3	1
Self-evaluation Principle 4-1 and 4-4	20	2	2
Coherent Manner	23	1	
Persuasive supporting material	22	2	
Utilizes professional presentation language	23	1	
Uses nonverbal elements to reinforce and enhance the verbal component of the message.			
Movement, gesture, facial expression	22		
Eye contact	16	8	
No distracting mannerisms	21	3	
Professional appearance	24		
Demonstrates appropriate listening and responding skills			

Listening and responding skills clarify and enhance	24		
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Capstone Presentations

Spring 2011

Standard	Yes = 2	Somewhat 1	No = 0
Speaks Clearly and demonstrates effective use of vocal mechanism in a public, group, or interpersonal interaction			
Intelligible speech	28	1	
Proper diction	29		
Good inflection	28	1	
Adapts volume	28	1	
Constructs a clear and effective Message adapted to the perceptual framework of the listener.			
Identifies purpose	28		1
Frames central ideas	29		
Contextual factors Principle 4-2, 4-3 and 4-4	28	1	
Unit description Principle 3-1 and 3-3 Principle 4-2	29		
Goal(s) Principle 4-2	27	2	
Assessment strategy Principle 3-2 and 3-3	27	2	
Analysis of learning Principle 3-1, 3-2 and 3-3	24	5	
Self-evaluation Principle 4-1 and 4-4	28	1	
Coherent Manner	28	1	
Persuasive supporting material	28	1	
Utilizes professional presentation language	29		
Uses nonverbal elements to reinforce and enhance the verbal component of the message.			
Movement, gesture, facial expression	29		
Eye contact	24	5	
No distracting mannerisms	24	5	
Professional appearance	28	1	
Demonstrates appropriate listening and responding skills			
Listening and responding skills clarify and enhance	28	1	

N = 29

Total Possible Points = 38

Mean Score = 36.93

The data indicates that the candidates remain strong in the content of the presentations but should remember to state the purpose of the presentation and maintain eye contact with the audience.

The capstone presentation is based upon the portfolio the candidate prepared during the EDF 677, MAT Level III Clinical Experience (student teaching. In fall 2010, N=24 with a mean score of 34.58 out of a possible 38 points. In spring 2011, N=29 with a mean score of 36.93 out of a possible 38 points. The alignment of assessment 6 with the standards and the high mean scores of fall 2010 and spring 2011 indicate that candidates are meeting the standards.

K. Plans for Next Year and Beyond – The MAT program has just completed its candidate information for this cycle of NCATE accreditation. The Use of Assessment Results section below contains a synthesis of those data, the major findings and the interpretation of how the data may be used to improve program and candidate performance for the future.

Use of Assessment Results

Overview:

The Post Baccalaureate Teacher Certificate and Master of Arts in Teaching Program is a graduate level alternative certification program that offers initial licensure in specific content areas. Candidates typically bring all or nearly all of the content specific courses to the program. The program consists of 21 credit hours (Post Bac) and 39 credit hours (MAT) of professional education coursework and three school based clinical experiences including a full semester of full-time student teaching.

It is important to any program to design and implement an assessment model that provides data on candidate performance that can be collected, analyzed and used to identify/verify both strengths and weaknesses of the program and candidate performances. The findings must then be used to make changes that hopefully will improve both the program and the candidate performance. This section will attempt to summarize the principal findings, describe the faculty's interpretation of the findings, and changes made or planned to be made in the program as a result.

Content Knowledge:

Principle 1 addresses content knowledge of candidates. The assessments primarily used to evaluate Principle 1 or candidate' content knowledge are Assessment 1, Praxis II Content Tests, Assessment 2, Transcript Analysis, and Assessment 3, Unit Plan Rubric. The Praxis II Content Tests data showed that 100% of candidates had passed their respective subject specific Praxis II test(s). In Assessment 2, candidates must have completed a minimum of 90% of the subject specific requirements to be admitted to the program. Matrices were developed to show alignment of the transcript analysis for specific subjects to national standards for that subject. In Assessment 3, the data indicate that candidates are proficient at planning instruction in the specific content areas to meet the national standards. Given the evidence from these three assessments, the faculty believe our candidates to be generally well prepared in the area of content knowledge and do not foresee immediate changes in our program or assessments as necessary.

Professional and Pedagogical Knowledge, Skills and Dispositions:

Principle 2 addresses content pedagogy and Principle 4 addresses professional knowledge and skills. Assessment 3, Unit Plan Rubric, and Assessment 4, Clinical Performance Rubric, are primarily used to assess content pedagogy, while Assessment 5, Portfolio Rubric, and assessment 6, Capstone Presentation Rubric, are used to help assess the professional knowledge, skills and dispositions. The data from assessments three and four indicate that the candidates are consistently performing at high levels in areas of planning and teaching. Assessment 4 assesses candidates' performance during student teaching on each of the ten Interstate New Teachers and Assessment Consortium (INTASC) standards. The data

indicate consistent high performance across all ten standards. The INTASC standards are used consistently as the standards of candidate performance across all three school based clinical experiences. Due to the adoption of the West Virginia Professional Teaching Standards, this assessment must be reviewed and rewritten to reflect those standards.

Assessment 5, Portfolio Rubric and Assessment 6, Capstone Presentation Rubric allow the candidate to prepare and present evidence of not only their ability to plan for instruction, to implementation or teach those plans, and to assess the learning but also to prepare and present evidence of their ability to set both personal and professional goals for their practice, to collaborate with other professionals in the establishment of their practice, and to reflect upon their practice. The data from these two instruments again reflect a high level of performance by almost every candidate. One may interpret the data as indicating that the candidates are well prepared as thoughtful, reflective, novice teachers and ready to enter the profession of teaching.

Student Learning:

The effect of our candidates on student learning has long been an emphasis within the Post Baccalaureate Teacher Certificate and Master of Arts in Teaching Degree Program. Assessment 5, Portfolio Rubric, and Assessment 6, Capstone Presentation Rubric, both emphasize the ability to plan, teach, assess instruction and analyze the effect on student learning during the student teaching experience. Candidates are required to analyze the effects of their teaching on an identified group as well as at least one subgroup from the whole group. The results of the data analyses must then be presented in the portfolio and during their capstone presentation. The results are discussed in narrative form as well as presented in chart and/or graph form(s). The data from assessments five and six indicate a very high level of candidate performance in the preparation of the portfolio that includes an analysis of the effect on student learning and in the presentation of that analysis before university faculty and program peers. Faculty generally agree that the capstone presentations are a strong culminating activity for the student teaching semester and clearly present the results of the candidate's effect on student learning. The data appear to support this conclusion and indicate the analysis of the effect of student learning is clear and effective.

Summary:

In summary, the assessments, data and analyses all indicate that the Post Baccalaureate Teacher Certificate and Master of Arts in Teaching Programs are highly successful programs in the preparation of teacher candidates for initial licensure. The programs require candidates to demonstrate content knowledge that meets the recognized standards of the disciplines, the ability to plan and implement instruction, the ability to assess instruction and to analyze the effect on student learning, to reflect upon their practice and become members of learning communities.

1 Information from the National Council for Accreditation of Teacher Education (NCATE) Website was used in the creation of this report.

L. Candidate Disposition Data – In addition to the key candidate assessments, each year all programs are required by NCATE to assess the key candidate dispositions adopted by the Professional Education Unit. A complete copy the data analyses are included in Appendix D.

Appendix A: MAT Programs of Study

MASTER OF ARTS IN TEACHING
PLAN OF STUDY: Secondary Education
SPECIALIZATION: MAT (PreK-Adult)

A. Art Education	Physical Education	Music Education
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NAME: _____ MUID: _____ EMAIL: _____
 ADDRESS: _____ TELEPHONE: Home _____
 Work _____
 Cell _____
 Projected Date of Graduation: _____
 Graduate Catalog of Record _____ GRE score or Millers' Analogy score _____

The purpose of this plan of study is to outline the courses and clinical experiences needed to complete the MAT degree program. Please note the following items requirements:

1. Coursework included as a part of the plan of study must not be older than seven years at the time of graduation.
2. Students must initiate application for graduation by the published deadline in the semester they expect to graduate.
3. Failure to return the signed Plan of Study within 30 days will automatically indicate acceptance of the Plan of Study.
4. Students seeking licensure must pass the appropriate PRAXIS licensure exam; and all education and 90% of content courses to student teach
5. All coursework that students wish to transfer in to the Plan of Study from other institutions must be approved by Marshall University.

FOUNDATION COURSES (12 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 660 or EDF 665 or EDF 615	Philosophy of Education OR Sociology of American Schools OR History of Education in the United States	Fall, Spr, Smr		3	
*EDF 616 or *EDF 619 & *EDF 537	Advanced Studies in Human Development OR Educational Psychology AND MAT Level I Clinical with EDF 616 or EDF 619	Fall, Spr, Smr		3	EDF 537 – Fall or Spring Only
*EDF 612 or *EDF 636	Educational Evaluation OR Classroom Assessment (formally EF 535)	Fall, Spr, Smr		3	

CURRICULUM & INSTRUCTION (24 hrs)

CI 503	Methods & Materials of Teaching MC Grades	Fall, Spr, Smr		3	
*CI 515 and *EDF 637	Integrated Methods in Secondary Education OR Specialized Methods (see advisor) AND MAT Level II Clinical to accompany CI 515 (program majors only)	Fall, Spring		3	CI 515 and EDF 637 – Fall or Spring Only
CI 624	Advanced Instructional Strategies	Fall, Spr, Smr		3	
CI 631	Current Influences on Early Childhood	Fall, Spr, Smr		3	
*CISP 510	Introduction to Instruction Practices/Exceptional Children	Fall, Spr, Smr		3	
*CISP 521	Children with Exceptionalities	Fall, Spr, Smr		3	
*CIRG 644	Literacy in the Content Area	Fall, Spr, Smr		3	

*CIEC 530 or *CIEC 534 or *CIEC 600 or *CIEC 660	Computer Software and Methodology in Ed. OR Application Software in Clssrm Curr. Area OR Computing & Instructional Design OR Using Computers to Improve Inst. In Classroom	Fall, Spr, Smr		3	
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SUPERVISED STUDENT TEACHING (3 hrs)

*EDF 677	MAT Level III Clinical (Student Teaching) All Courses Must be Completed to Student Teach	(only student teaching) Fall, Spr		3	EDF 677- Fall or Spring Only
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COMPREHENSIVE EXAMINATION

TOTAL HOURS 39

Student _____ Date _____
Date _____

Advisor

Program Director _____ Date _____

Dean _____

Date

***Courses Required for Certification**
2, 2011

August

*CISP 521	Children with Exceptionalities	Fall, Spr, Smr		3	
*CIRG 644	Literacy in the Content Area	Fall, Spr, Smr		3	
*CIEC 530 or *CIEC 534 or *CIEC 600 or *CIEC 660	Computer Software and Methodology in Ed. OR Application Software in Clssrm Curr. Area OR Computing & Instructional Design OR Using Computers to Improve Inst. in Classroom	Fall, Spr, Smr		3	

SUPERVISED STUDENT TEACHING (3 hrs)

*EDF 677	MAT Level III Clinical (Student Teaching) All Courses Must be Completed to Student Teach	(only student teaching) Fall, Spr.		3	EDF 677 - Fall or Spring Only
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COMPREHENSIVE EXAMINATION

TOTAL HOURS

39

Student _____

Date _____

Advisor _____

Date _____

Program Director _____

Date _____

Dean _____

Date _____

***Courses required for Certification**

August 2, 2011

MASTER OF ARTS IN TEACHING
PLAN OF STUDY: Secondary Education
SPECIALIZATION: MAT (Grades 9-Adult)

D. Biology	Chemistry	Journalism*	Physics
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*Second Certification Only

NAME: _____ MUID: _____ EMAIL: _____

ADDRESS: _____ TELEPHONE: Home _____
 Work _____

Cell _____

Projected Date of Graduation: _____

Graduate Catalog of Record _____ GRE score or Millers' Analogy score _____

The purpose of this plan of study is to outline the courses and clinical experiences needed to complete the MAT degree program.

Please note the following items requirements:

1. Coursework included as a part of the plan of study must not be older than seven years at the time of graduation.
2. Students must initiate application for graduation by the published deadline in the semester they expect to graduate.
3. Failure to return the signed Plan of Study within 30 days will automatically indicate acceptance of the Plan of Study.
4. Students seeking licensure must pass the appropriate PRAXIS licensure exam; and all education and 90% of content courses to student teach.
5. All coursework that students wish to transfer in to the Plan of Study from other institutions must be approved by Marshall University.

FOUNDATION COURSES (12 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 660 or EDF 665 or EDF 615	Philosophy of Education OR Sociology of American Schools OR History of Education in the United States	Fall, Spr, Smr		3	
*EDF 616 or *EDF 619 & *EDF 537	Advanced Studies in Human Development OR Educational Psychology AND MAT Level I Clinical with EDF 616 or EDF 619	Fall, Spr, Smr		3 0	EDF 537 – Fall or Spring Only
*EDF 612 or *EDF 636	Educational Evaluation OR Classroom Assessment (formally EDF 535)	Fall, Spr, Smr		3	

CURRICULUM & INSTRUCTION (24 hrs)

*CI 515 and *EDF 637	Integrated Methods in Secondary Education OR Specialized Methods (see advisor) AND MAT Level II Clinical to accompany CI 515	Fall, Spring		3 0	CI 515 and EDF 637 – Fall or Spring Only
CI 624	Advanced Instructional Strategies	Fall, Spr, Smr		3	
CI 549	Instruction and Classroom Management in Secondary Schools	Fall, Spr, Smr		3	
*CISP 510	Introduction to Instruction Practices/Exceptional Children	Fall, Spr, Smr		3	
*CISP 521	Children with Exceptionalities	Fall, Spr, Smr		3	
*CIRG 644	Literacy in the Content Area	Fall, Spr, Smr		3	
*CIEC 500 or *CIEC 534 or *CIEC 600 or	Computer Software and Methodology in Ed. OR Application Software in Cllsrm Curr. Area OR Computing & Instructional Design OR	Fall, Spr, Smr		3	

*CIEC 660	Using Computers to Improve Inst. In Classroom				
EDF or CI	Elective – Needs Advisor Approval	Fall, Spr, Smr		3	

SUPERVISED STUDENT TEACHING (3 hrs)

*EDF 677	MAT Level III Clinical (Student Teaching) All Courses Must be Completed to Student Teach	(only student teaching) Fall, Spr.		3	Fall or Spring Only
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COMPREHENSIVE EXAMINATION

TOTAL HOURS 39

Student _____ Date _____

Advisor _____ Date _____

Program Director _____ Date _____

Dean _____ Date _____

***Courses required for Certification**

August, 2, 2011

Appendix B Aggregated Candidate Evaluations of Faculty Data for Advanced Programs (Fall 2010 and Spring 2011)

Aggregated Candidate Evaluation of Faculty Data for PEU Advanced Programs
(Fall 2010 and Spring 2011)

Survey Item	Fall 2010		Spring 2011	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
1. The instructor followed his/her syllabus.	4.68	.62	4.64	.69
2. The instructor gave clear expectations to clarify concepts.	4.44	.89	4.38	.93
3. The instructor was supportive in academic situations.	4.62	.73	4.52	.83
4. The instructor showed enthusiasm when teaching.	4.49	.80	4.44	.84
5. The instructor informed students of their progress.	4.54	.78	4.46	.89
6. The instructor's use of examples helped to get points across in class.	4.40	.87	4.38	.90
7. The instructor adequately explained the grading scale.	4.55	.76	4.53	.76
8. I believe that I learned in this class.	4.56	.76	4.56	.73
9. The objectives of the course were well explained.	4.57	.74	4.50	.81
10. The instructor treated me fairly.	4.70	.62	4.62	.68
11. The instructor was enthusiastic about the course material.	4.54	.74	4.49	.79
12. The instructor encouraged students to ask questions.	4.60	.70	4.51	.76
13. The instructor provided me with an effective array of challenges.	4.55	.77	4.53	.78
14. The course was well organized.	4.49	.87	4.38	.97
15. The instructor carefully answered questions raised by students.	4.51	.81	4.39	.91
16. This course challenged me intellectually.	4.49	.81	4.47	.80
17. The instructor treated students with respect.	4.68	.65	4.59	.73
18. The instructor presented material in a clear manner.	4.44	.87	4.36	.94
19. I have become more competent in this area because of this course.	4.52	.80	4.48	.82
20. The instructor used class time well.	4.37	.87	4.33	.90
21. The instructor seemed genuinely interested in wanting me to learn.	4.59	.72	4.51	.80
22. I would recommend this instructor to other students.	4.53	.85	4.44	.95

N = 1109 (Fall 2010)

N = 1159 (Spring 2011)

Comparison of Candidate Evaluation of Full-Time (FT) and Part-Time (PT) Faculty: PEU Advanced Programs
(Fall 2010 and Spring 2011)

Survey Item	Fall 2010		Spring 2011	
	<u>M (FT)</u>	<u>M (PT)</u>	<u>M (FT)</u>	<u>M (PT)</u>
1. The instructor followed his/her syllabus.	4.67	4.71	4.63	4.67
2. The instructor gave clear expectations to clarify concepts.	4.40	4.51	4.33	4.50*
3. The instructor was supportive in academic situations.	4.60	4.65	4.50	4.57
4. The instructor showed enthusiasm when teaching.	4.48	4.51	4.44	4.43
5. The instructor informed students of their progress.	4.52	4.58	4.45	4.47
6. The instructor's use of examples helped to get points across in class.	4.38	4.43	4.35	4.43
7. The instructor adequately explained the grading scale.	4.52	4.59	4.52	4.54
8. I believe that I learned in this class.	4.54	4.59	4.56	4.55
9. The objectives of the course were well explained.	4.53	4.62*	4.48	4.52
10. The instructor treated me fairly.	4.66	4.75*	4.59	4.67*
11. The instructor was enthusiastic about the course material.	4.53	4.56*	4.48	4.49
12. The instructor encouraged students to ask questions.	4.59	4.62	4.51	4.51
13. The instructor provided me with an effective array of challenges.	4.55	4.58	4.52	4.54
14. The course was well organized.	4.47	4.53	4.34	4.46*
15. The instructor carefully answered questions raised by students.	4.50	4.54	4.38	4.43
16. This course challenged me intellectually.	4.46	4.49	4.49	4.44
17. The instructor treated students with respect.	4.64	4.74*	4.56	4.65*
18. The instructor presented material in a clear manner.	4.41	4.48	4.31	4.47*
19. I have become more competent in this area because of this course.	4.50	4.54	4.48	4.48
20. The instructor used class time well.	4.36	4.38	4.32	4.37
21. The instructor seemed genuinely interested in wanting me to learn.	4.60	4.58	4.51	4.52
22. I would recommend this instructor to other students.	4.50	4.58	4.40	4.54*

Fall 2010: FT (N = 679), PT (N = 428)

Spring 2011: FT (N = 776), PT (N = 384)

*Independent Samples t test: $p < .05$

Comparison of Distance Education (DE) and Face-to-Face (F2F) Candidate Evaluation of Faculty Data: PEU
Advanced Programs
(Fall 2010 and Spring 2011)

Survey Item	Fall 2010		Spring 2011	
	M (F2F)	M (DE)	M (F2F)	M (DE)
1. The instructor followed his/her syllabus.	4.65	4.69	4.57	4.66
2. The instructor gave clear expectations to clarify concepts.	4.60	4.40*	4.51	4.35*
3. The instructor was supportive in academic situations.	4.73	4.59*	4.63	4.49*
4. The instructor showed enthusiasm when teaching.	4.76	4.42*	4.69	4.36*
5. The instructor informed students of their progress.	4.52	4.55	4.40	4.48
6. The instructor's use of examples helped to get points across in class.	4.68	4.32*	4.60	4.31*
7. The instructor adequately explained the grading scale.	4.51	4.56	4.50	4.53
8. I believe that I learned in this class.	4.66	4.53*	4.64	4.53*
9. The objectives of the course were well explained.	4.63	4.55*	4.55	4.48
10. The instructor treated me fairly.	4.77	4.68*	4.68	4.60
11. The instructor was enthusiastic about the course material.	4.74	4.48*	4.69	4.42*
12. The instructor encouraged students to ask questions.	4.77	4.56*	4.60	4.48*
13. The instructor provided me with an effective array of challenges.	4.63	4.53	4.58	4.51
14. The course was well organized.	4.59	4.47*	4.33	4.40
15. The instructor carefully answered questions raised by students.	4.69	4.49*	4.53	4.35*
16. This course challenged me intellectually.	4.55	4.45	4.52	4.46
17. The instructor treated students with respect.	4.79	4.65*	4.66	4.57
18. The instructor presented material in a clear manner.	4.62	4.39*	4.49	4.32*
19. I have become more competent in this area because of this course.	4.62	4.49*	4.59	4.45*
20. The instructor used class time well.	4.51	4.33*	4.39	4.32
21. The instructor seemed genuinely interested in wanting me to learn.	4.73	4.55*	4.64	4.48*
22. I would recommend this instructor to other students.	4.71	4.48	4.54	4.42

Fall 2010: F2F (N = 679), DE (N = 428)

Spring 2011: F2F (N = 266), DE (N = 894)

*Independent Samples t test: $p < .05$

Aggregated Candidate Evaluation of Faculty Data for PEU Elementary & Secondary Education Advanced Program
(Fall 2010 and Spring 2011)

Survey Item	Fall 2010		Spring 2011	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
1. The instructor followed his/her syllabus.	4.80	.43	4.80	.47
2. The instructor gave clear expectations to clarify concepts.	4.51	.83	4.53	.77
3. The instructor was supportive in academic situations.	4.63	.71	4.60	.72
4. The instructor showed enthusiasm when teaching.	4.49	.75	4.44	.78
5. The instructor informed students of their progress.	4.66	.67	4.63	.64
6. The instructor's use of examples helped to get points across in class.	4.42	.85	4.46	.82
7. The instructor adequately explained the grading scale.	4.66	.62	4.64	.62
8. I believe that I learned in this class.	4.61	.69	4.62	.69
9. The objectives of the course were well explained.	4.64	.64	4.64	.61
10. The instructor treated me fairly.	4.72	.55	4.69	.58
11. The instructor was enthusiastic about the course material.	4.56	.67	4.51	.73
12. The instructor encouraged students to ask questions.	4.63	.65	4.58	.68
13. The instructor provided me with an effective array of challenges.	4.63	.66	4.61	.69
14. The course was well organized.	4.59	.74	4.61	.69
15. The instructor carefully answered questions raised by students.	4.54	.80	4.51	.81
16. This course challenged me intellectually.	4.52	.76	4.57	.73
17. The instructor treated students with respect.	4.71	.58	4.69	.56
18. The instructor presented material in a clear manner.	4.48	.84	4.50	.78
19. I have become more competent in this area because of this course.	4.56	.76	4.56	.70
20. The instructor used class time well.	4.37	.81	4.45	.77
21. The instructor seemed genuinely interested in wanting me to learn.	4.60	.68	4.56	.72
22. I would recommend this instructor to other students.	4.58	.78	4.61	.73

N = 455 (Fall 2010)

N = 464 (Spring 2011)

Comparison of Candidate Evaluation of Full-Time (FT) and Part-Time (PT) Faculty: PEU Elementary & Secondary
Education Advanced Program
(Fall 2010 and Spring 2011)

Survey Item	Fall 2010		Spring 2011	
	M (FT)	M (PT)	M (FT)	M (PT)
1. The instructor followed his/her syllabus.	4.80	4.80	4.82	4.77
2. The instructor gave clear expectations to clarify concepts.	4.46	4.55	4.48	4.59
3. The instructor was supportive in academic situations.	4.58	4.66	4.58	4.63
4. The instructor showed enthusiasm when teaching.	4.45	4.51	4.47	4.41
5. The instructor informed students of their progress.	4.66	4.66	4.67	4.57
6. The instructor's use of examples helped to get points across in class.	4.40	4.43	4.43	4.49
7. The instructor adequately explained the grading scale.	4.63	4.69	4.66	4.62
8. I believe that I learned in this class.	4.56	4.64	4.62	4.61
9. The objectives of the course were well explained.	4.60	4.67	4.63	4.66
10. The instructor treated me fairly.	4.67	4.77	4.69	4.69
11. The instructor was enthusiastic about the course material.	4.56	4.56	4.52	4.50
12. The instructor encouraged students to ask questions.	4.63	4.63	4.58	4.58
13. The instructor provided me with an effective array of challenges.	4.61	4.64	4.62	4.61
14. The course was well organized.	4.56	4.61	4.57	4.67
15. The instructor carefully answered questions raised by students.	4.56	4.53	4.52	4.49
16. This course challenged me intellectually.	4.50	4.54	4.60	4.53
17. The instructor treated students with respect.	4.63	4.77	4.70	4.69
18. The instructor presented material in a clear manner.	4.44	4.51	4.47	4.54
19. I have become more competent in this area because of this course.	4.52	4.59	4.58	4.55
20. The instructor used class time well.	4.36	4.39	4.45	4.44
21. The instructor seemed genuinely interested in wanting me to learn.	4.60	4.60	4.58	4.54
22. I would recommend this instructor to other students.	4.56	4.60	4.60	4.62

Fall 2010: FT (N = 201), PT (N = 254)
Spring 2011: FT (N = 262), PT (N = 202)

Comparison of Distance Education (DE) and Face-to-Face (F2F) Candidate Evaluation of Faculty Data:
PEU Elementary & Secondary Education Advanced Program
(Fall 2010 and Spring 2011)

Survey Item	Fall 2010		Spring 2011	
	M (F2F)	M (DE)	M (F2F)	M (DE)
1. The instructor followed his/her syllabus.	4.73	4.81	4.78	4.80
2. The instructor gave clear expectations to clarify concepts.	4.67	4.50	4.65	4.52
3. The instructor was supportive in academic situations.	4.77	4.62	4.82	4.58
4. The instructor showed enthusiasm when teaching.	4.80	4.46	4.82	4.39
5. The instructor informed students of their progress.	4.73	4.66	4.80	4.61
6. The instructor's use of examples helped to get points across in class.	4.79	4.39	4.74	4.42
7. The instructor adequately explained the grading scale.	4.60	4.67	4.72	4.64
8. I believe that I learned in this class.	4.70	4.60	4.74	4.60
9. The objectives of the course were well explained.	4.67	4.64	4.68	4.64
10. The instructor treated me fairly.	4.73	4.72	4.80	4.68
11. The instructor was enthusiastic about the course material.	4.77	4.55	4.78	4.48
12. The instructor encouraged students to ask questions.	4.76	4.62	4.73	4.56
13. The instructor provided me with an effective array of challenges.	4.63	4.63	4.71	4.60
14. The course was well organized.	4.73	4.58	4.74	4.59
15. The instructor carefully answered questions raised by students.	4.73	4.53	4.71	4.48
16. This course challenged me intellectually.	4.57	4.52	4.57	4.57
17. The instructor treated students with respect.	4.80	4.70	4.90	4.67
18. The instructor presented material in a clear manner.	4.80	4.46	4.66	4.48
19. I have become more competent in this area because of this course.	4.69	4.55	4.75	4.54
20. The instructor used class time well.	4.43	4.37	4.62	4.42
21. The instructor seemed genuinely interested in wanting me to learn.	4.77	4.59	4.76	4.53
22. I would recommend this instructor to other students.	4.73	4.57	4.73	4.60

Fall 2010: F2F (N = 30), DE (N = 425)
Spring 2011: F2F (N = 51), DE (N = 413)

Appendix C: Key Assessments: Instruments and Description of Use, Alignment with Professional Standards, and Analyses of Data

Assessment 1

PB/MAT standards addressed in this assessment could include but are not limited to Standard 1.

1. Brief description of the assessment and its use in the program

Praxis II content area tests are standardized subject specific tests adopted by the West Virginia Department of Education and administered by the Educational Testing Service. Candidates are required to take and pass the Praxis II content area test(s) prior to the start of the student teaching semester.

2. Description of how this assessment specifically aligns with the standards it is cited for in Section III.

The alignment of Assessment 1, Praxis II Content Area Tests, with the standards for which it is cited in Section III is shown in the following matrices.

ALIGNMENT OF ASSESSMENT 1 WITH STANDARDS

ACTFL (Spanish, French, Latin)				
Unit Standard	Listening Comprehension	Structure of the Language	Reading Comprehension	Culture
Knowledge of target language use (listening, speaking, reading, writing)	√			
Knowledge of the cultures of the target language				√
Knowledge of the linguistic system of the target language		√		
Knowledge of the literatures of the target language			√	

NCTE			
Unit Standard	Literature and Understanding Text	Language and Linguistics	Composition and Rhetoric
Language development and acquisition including history of the English Language		√	
Language structure and skills including grammar systems and semantics		√	
Traditional literature study (American, British, World) including literary criticism/theory and literary terminology	√		
Multi-cultural literature, young adult literature, literature of diversity including that by women	√		
Literacy study including major aspects of written, oral, and visual literacy	√		
Reading processes for understanding text including critical analysis and meaning making strategies	√		
Writing processes for different purposes, situations, and audiences			√
Media (print and non-profit) and communication technology understanding			

NCTM					
Unit Standard	Algebra and Number Theory	Measurement, Geometry, and Trigonometry	Functions and Calculus	Data Analysis, Statistics, and Probability	Matrix Algebra and Discrete Mathematics
Knowledge of number and operation	√				
Knowledge of different perspectives on algebra	√				
Knowledge of geometries		√			
Knowledge of calculus			√		
Knowledge of discrete mathematics					√
Knowledge of data analysis, statistics and probability				√	
Knowledge of measurement		√			

NCSS						
Unit Standard	United States History	World History	Government/Civic/Political Science	Geography	Economics	Behavioral Sciences
Culture and Cultural Diversity and Individuals, Groups and Institutions (NCSS Standards 1.1 and 1.5) (May be addressed by a common course in Anthropology, Sociology, or Cultural Geography)						√
Time, Continuity and Change: US and World History (NCSS Standard 1.2)	√	√				
People, Places and Environments: Geography (NCSS Standard 1.3)				√		
Power, Authority and Governance: US Government and Civic Ideals and Practices (NCSS Standards 1.6 and 1.10) (It is generally assumed that a content course addressing 1.6 will also address 1.10)			√			
Production, Distribution and Consumption: Economics (NCSS Standard 1.7)					√	
Individual Development and Identity: Psychology (NCSS Standard 1.4) (May be addressed by a human growth and development course)						√
Science, Technology and Society (NCSS Standard 1.8)						
Global Connections (NCSS Standard 1.9)			√	√	√	

NSTA (Biology)						
Unit Standard	Basic Principles of Science	Molecular and Cellular Biology	Classical Genetics and Evolution	Diversity, Plants, and Animals	Ecology	Science, Tech. & Society
Core competencies for all secondary science licensure areas	√		√			√
Biology License Advanced Competencies	√	√	√		√	√
Chemistry License Advanced Competencies						
Earth/Space Sciences Advanced Competencies						
Physics License Advanced Competencies						
Dual Field License (two content areas: Biology, Chemistry, Physics or Earth/Space Sciences): Items listed above for all licensure areas including coursework for a major in a single discipline. Advanced competencies include the relevant content areas.						
Broad Field License (three or four science content areas: Biology, Chemistry, Physics or Earth/Space Sciences): Items listed above for all licensure areas including coursework for a major in a single discipline. Advanced competencies include two advanced areas in each of the four disciplines.						

NSTA (Chemistry)							
Unit Standard	Matter and Energy	Atomic and Nuclear Structure	Nomenclature	Chemical Periodicity	Solutions and Solubility	Scientific Methodology	Math/Measurement/Data Manipulation
Core competencies for all secondary science licensure areas	√		√	√			
Biology License Advanced Competencies							
Chemistry License Advanced Competencies	√	√			√	√	√
Earth/Space Sciences Advanced Competencies							
Physics License Advanced Competencies							
Dual Field License (two content areas: Biology, Chemistry, Physics or Earth/Space Sciences): Items listed above for all licensure areas including coursework for a major in a single discipline. Advanced competencies include the relevant							

content areas.							
Broad Field License (three or four science content areas: Biology, Chemistry, Physics or Earth/Space Sciences): Items listed above for all licensure areas including coursework for a major in a single discipline. Advanced competencies include two advanced areas in each of the four disciplines.							

NSTA (Physical Science)			
Unit Standard	Methodology, Math/Measurement/Data	Lab Procedures and Safety, Matter and Energy	Heat and Thermodynamics, Atomic and Nuclear Structure
Core competencies for all secondary science licensure areas	√	√	
Biology License Advanced Competencies			
Chemistry License Advanced Competencies			
Earth/Space Sciences Advanced Competencies			
Physics License Advanced Competencies			√
Dual Field License (two content areas: Biology, Chemistry, Physics or Earth/Space Sciences): Items listed above for all licensure areas including coursework for a major in a single discipline. Advanced competencies include the relevant content areas.			
Broad Field License (three or four science content areas: Biology, Chemistry, Physics or Earth/Space Sciences): Items listed above for all licensure areas including coursework for a major in a single discipline. Advanced competencies include two advanced areas in each of the four disciplines.			

NSTA (General Science)				
Unit Standard	Physics	Chemistry	Life Science	Earth/Space Science
Core competencies for all secondary science licensure areas	√	√	√	√
Biology License Advanced Competencies			√	
Chemistry License Advanced Competencies		√		
Earth/Space Sciences Advanced Competencies				√
Physics License Advanced Competencies	√			
Dual Field License (two content areas: Biology, Chemistry, Physics or Earth/Space Sciences): Items listed above for all licensure areas including coursework for a major in a single discipline. Advanced competencies include the relevant content areas.				
Broad Field License (three or four science content areas: Biology, Chemistry, Physics or Earth/Space Sciences): Items listed above for all licensure areas including coursework for a major in a single discipline. Advanced competencies include two advanced areas in each of the four disciplines.				

AAHPERD/AAHE						
Unit Standard	Health Ed as a Discipline	Promoting Healthy Lifestyles	Comm. Health Advocacy	Healthy Relationships	Disease Prevention	Health Ed. Pedagogy
Content Knowledge: Candidates demonstrate the knowledge and skills of a health literate educator	√	√	√	√	√	
Needs Assessment: Candidates assess needs to determine priorities for school health education	√					√

NASPE				
Unit Standard	Content Knowledge and Student Growth and Development	Mgmt, Motivation, and Comm.	Planning, Instruction and Student Assessment	Collaboration, Reflection and Technology
Standard 1: Scientific and Theoretical Knowledge. Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.	√	√		√
Standard 2: Skill and Fitness Based Competence. Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K-12 Standards.	√		√	

NAEA			
Unit Standard	Traditions in Art, Architecture, Design, and the Making of Artifacts	Art Criticism and Aesthetics	The Making of Art
Art teacher candidates have a thorough understanding of the content of art.			√

Art teacher candidates develop curriculum reflective of the goals and purposes of art education	√	√	√
Art teacher candidates develop curriculum reflective of an understanding of the breadth, the depth, and the purpose of art.	√		

FCS								
Unit Standard	The Family	Human Develop. through Life Span	Consumer Economics and Resource Mgmt	Nutrition, Food Science, & Wellness	Textiles & Apparel	Housing & Living Environ.	Family & Consumer Sciences Ed.	Career, Comm., and Family Connections
Integrate multiple life roles and responsibilities in family, work, and community settings	√		√					√
Integrate knowledge, skills, and practices needed for a career in consumer services			√				√	√
Integrate knowledge, skills, and practices required for careers in early childhood, education, and services	√	√						√
Integrate knowledge, skills, and practices required for careers in facilities management and maintenance			√					√
Integrate knowledge, skills, and practices required for careers in food production and services				√			√	
Integrate knowledge, skills, practices required for careers in food science, food technology, dietetics, and nutrition				√			√	
Integrate knowledge, skills, and practices required for careers in housing and interior design						√		
Integrate knowledge, skills, and practices required for careers in textiles and apparels					√			

Oral Communications								
Unit Standard	Comm. Fundamentals	Inter-personal Comm.	Group Comm.	Public Speaking	Media & Influences	Oral Interpretation & Performance	Forensics and Debate	Assessment
Communication Fundamentals. Understands the transactional nature of the communication process	√							
Interpersonal Communication. Competence in Interpersonal Context: communicating one-to-one; planning and participating effectively in group discussion; competence in Listening: a) manages barriers to listening; b) listens to comprehend; c) listens to evaluate; d) listens empathetically		√	√					
Group Communication. Competence in Interpersonal Contexts: communicating one-to-one; planning and participating effectively in group discussion		√	√					
Public Speaking. Competence in Preparing and Delivering Presentations; a) analyzes purpose, audience, and context when planning a presentation or				√		√	√	√

<p>performance; b) gathers and organizes content to achieve purposes for a presentation or performance; rehearses and revises in preparation for a presentation or performance; presents, monitors audience engagement, and adapts delivery</p>								
<p>Media and their Influences. Competence in Media Literacy: understands, interprets, analyzes, and evaluates media communication. Competence in Composing and Producing Media Communication: a) analyzes purpose, audience, and media channel when planning for media communication; b) develops and produces an informational or creative media communications; evaluates and revises media communication.</p>					√			√

NABTE (Marketing)								
	Marketing Education Programs	Gen. Business Principles	Marketing-Info. Mgmt.	Channel Mgmt.	Pricing	Product/Service Mgmt	Promotion	Personal Selling
The business teacher creates, analyzes, revises, and implements curricula to prepare students for success in business and life.	√	√	√	√	√	√	√	√
The business teacher must possess a solid foundation in business content, general education, and professional education.	√	√						

NABTE (Business)							
	US Economic Systems	Money Mgmt.	Business & Its Environment	Professional Business Ed.	Processing Info.	Office Procedures and Mgmt.	Accounting & Marketing
The business teacher creates, analyzes, revises, and implements curricula to prepare students for success in business and life.	√	√	√	√	√	√	√
The business teacher must possess a solid foundation in business content, general education, and professional education.				√			

Assessment 2

Transcript Analysis

Transcript Analysis Assessment (assessment of content knowledge). PB/MAT standards addressed in this assessment could include but are not limited to Standard 1.

1. Explanation of the transcript analysis process.

The transcript analysis process was developed in collaboration with content area faculty and is aligned with national and or SPA standards for each content area. Matrices were developed to ensure that the analyses are aligned with the standards. All content areas require a minimum GPA of 2.7 with no grades below a C.

Each analysis requires candidates to have between 36 to 48 credit hours in the content area and depending on the specific content between 33% to 92% of that coursework must be completed at the upper (junior and senior) or graduate level. English requires 33 of 36 credits at an upper level (junior and senior level). The analyses are designed to allow candidates to take courses within blocks that are specific to the discipline as evidenced in the matrices below.

2. Description of how this process ensures alignment with the national standards it is cited for in Section III.

The alignment of Assessment 2, Transcript Analysis, with the standards for which it is cited in Section III is shown in the following matrices:

ALIGNMENT OF ASSESSMENT 2 WITH STANDARDS

ACTFL						
Unit Standard	French		Latin		Spanish	
	Lower (18 hrs)	Upper (18 hrs)	Lower (18 hrs)	Upper (18 hrs)	Lower (18 hrs)	Upper (18 hrs)
Knowledge of target language use (listening, speaking, reading, writing)	X		X		X	
Knowledge of the cultures of the target language	X	X	X	X	X	X
Knowledge of the linguistic system of the target language		X		X		X
Knowledge of the literatures of the target language		X		X		X

NCTE				
Unit Standard	Literature (18 hrs)	Language (3 hrs)	Composition (3 hrs)	Combination (12 hrs)
Language development and acquisition including history of the English Language		X		
Language structure and skills including grammar systems and semantics			X	
Traditional literature study (American, British, World) including literary criticism/theory and literary terminology	X			
Multi-cultural literature, young adult literature, literature of diversity including that by women	X			
Literacy study including major aspects of written, oral, and visual literacy	X			
Reading processes for understanding text including critical analysis and meaning making strategies	X			
Writing processes for different purposes, situations, and audiences			X	
Media (print and non-profit) and communication technology understanding				

NCTM								
Unit Standard	Algebra (6 hrs)	Geometry (6 hrs)	Probability/ Statistics (3 hrs)	Discrete Math (3 hrs)	Calculus (9 hrs)			Combination (13 hrs)
					I	II	III	
Knowledge of number and operation								
Knowledge of different perspectives on algebra	X							
Knowledge of geometries		X						
Knowledge of calculus					X	X	X	

Knowledge of discrete mathematics				X				
Knowledge of data analysis, statistics and probability			X					
Knowledge of measurement								

NCSS						
Unit Standard	Economics (6 hrs)	Geography (3 hrs)	History (9 hrs)	WV History (3 hrs)	Political Science (3 hrs)	Combination (24 hrs)
Culture and Cultural Diversity and Individuals, Groups and Institutions (NCSS Standards 1.1 and 1.5) (May be addressed by a common course in Anthropology, Sociology, or Cultural Geography)						
Time, Continuity and Change: US and World History (NCSS Standard 1.2)			X			
People, Places and Environments: Geography (NCSS Standard 1.3)		X				
Power, Authority and Governance: US Government and Civic Ideals and Practices (NCSS Standards 1.6 and 1.10) (It is generally assumed that a content course addressing 1.6 will also address 1.10)					X	
Production, Distribution and Consumption: Economics (NCSS Standard 1.7)	X					
Individual Development and Identity: Psychology (NCSS Standard 1.4) (May be addressed by a human growth and development course)						
Science, Technology and Society (NCSS Standard 1.8)						
Global Connections (NCSS Standard 1.9)						

NSTA										
Unit Standard	Biological		Chemistry		Physics		General			
	Lower (17 hrs)	Upper (19 hrs)	Lower (14 hrs)	Upper (22 hrs)	Lower (2 hrs)	Upper (36 hrs)	Biology (12 hrs)	Chemistry (8 hrs)	Physics (8 hrs)	Combination (20 hrs)
Core competencies for all secondary science	X		X		X		X	X	X	

licensure areas										
Biology License Advanced Competencies		X								
Chemistry License Advanced Competencies				X						
Earth/Space Sciences Advanced Competencies										
Physics License Advanced Competencies						X				
Dual Field License (two content areas: Biology, Chemistry, Physics or Earth/Space Sciences): Items listed above for all licensure areas including coursework for a major in a single discipline. Advanced competencies include the relevant content areas.		X		X		X				
Broad Field License (three or four science content areas: Biology, Chemistry, Physics or Earth/Space							X	X	X	X

Sciences): Items listed above for all licensure areas including coursework for a major in a single discipline. Advanced competencies include two advanced areas in each of the four disciplines.										
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AAHPERD/AAHE				
Unit Standard	Nutrition (3 hrs)	Health (18 hrs)	Physical Education (6 hrs)	Safety Education (3 hrs)
Content Knowledge: Candidates demonstrate the knowledge and skills of a health literate educator	X	X		
Needs Assessment: Candidates assess needs to determine priorities for school health education	X	X		
NASPE				
Unit Standard	Physical Education			
	Lower (26 hrs)	Upper (22 hrs)		
Standard 1: Scientific and Theoretical Knowledge. Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.				X
Standard 2: Skill and Fitness Based Competence. Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K-12 Standards.		X		

NAEA				
Unit Standard	Art History (9 hrs)	Design (6 hrs)	Drawing/Painting (12 hrs)	Combination (21 hrs)
Art teacher candidates have a thorough understanding of the content of art.	X	X	X	X
Art teacher candidates develop curriculum reflective of the goals and purposes of art education				X
Art teacher candidates develop curriculum reflective of an understanding of the breadth, the depth, and the purpose of art.				X

FCS				
Unit Standard	Lower	Upper	Parenting (3 hrs)	Family Relationships (3 hrs)
Integrate multiple life roles and responsibilities in family, work, and community settings	X			X
Integrate knowledge, skills, and practices needed for a career in consumer services	X			
Integrate knowledge, skills, and practices required for careers in early childhood, education, and services		X	X	X
Integrate knowledge, skills, and practices required for careers in facilities management and maintenance		X		
Integrate knowledge, skills, and practices required for careers in food production and services		X		
Integrate knowledge, skills, practices required for careers in food science, food technology, dietetics, and nutrition		X		
Integrate knowledge, skills, and practices required for careers in housing and interior design		X		
Integrate knowledge, skills, and practices required for careers in textiles and apparels		X		

ACEJMC						
Unit Standard	Combination (42)	Media Literacy (3)	Info. Gathering & Research (3)	Laws of Mass Comm. (3)	Mass Comm. Ethics (3)	Internship or Practicum (3)
Understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.		X		X		X
Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society				X	X	
Demonstrate an understanding of					X	X

professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity.						
Conduct research and evaluate information by methods appropriate to the communications professions in which they work			X			
Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.		X				X

Oral Communications		
Unit Standard	Lower (24 hrs)	Upper (36 hrs)
Communication Fundamentals. Understands the transactional nature of the communication process	X	
Interpersonal Communication. Competence in Interpersonal Context: communicating one-to-one; planning and participating effectively in group discussion; competence in Listening: a) manages barriers to listening; b) listens to comprehend; c) listens to evaluate; d) listens empathetically	X	
Group Communication. Competence in Interpersonal Contexts: communicating one-to-one; planning and participating effectively in group discussion	X	
Public Speaking. Competence in Preparing and Delivering Presentations; a) analyzes purpose, audience, and context when planning a presentation or performance; b) gathers and organizes content to achieve purposes for a presentation or performance; rehearses and revises in preparation for a presentation or performance; presents, monitors audience engagement, and adapts delivery		X
Media and their Influences. Competence in Media Literacy: understands, interprets, analyzes, and evaluates media communication. Competence in Composing and Producing Media Communication: a) analyzes purpose, audience, and media channel when planning for media communication; b) develops and produces an informational or creative media communications; evaluates and revises media communication.		X

NABTE (Marketing)		
	Lower (24 hrs)	Upper (12 hrs)
The business teacher creates, analyzes, revises, and implements curricula to prepare students for success in business and life.	X	X
The business teacher must possess a solid foundation in business content, general education, and professional education.	X	X

NABTE (Business)						
	Accounting (6 hrs)	Economics (3 hrs)	Marketing (3 hrs)	Mgmt. (3 hrs)	Office Skills (6 hrs)	Combination (27 hrs)
The business teacher creates, analyzes, revises, and implements curricula to prepare students for success in business and life.						X
The business teacher must possess a solid foundation in business content, general education, and professional education.						X

Assessment 3

PB/MAT standards that could be addressed in this assessment include but are not limited to Standards 2, 3 and 4.

1. Brief description of the assessment and its use in the program,

Assessment 3 is a unit plan that is used to evaluate the candidate’s ability to plan units of instruction. It is used in EDF 637, MAT Level II Clinical Experience to assess the unit candidates are required to develop and teach during their 75 hour clinical. It is also used to assess the unit that candidates develop, teach, analyze, and place in their portfolios in EDF 677, MAT Level III Clinical Experience (student teaching).

2. Description of how this assessment specifically aligns with the standards it is cited for in Section III.

The unit plan assesses the candidate’s ability to plan for instruction against the subject specific standards in Section III. The unit plan assesses the candidates ability to identify the relevance of each daily lesson plan, the goals and objectives, the sequential outline of the day’s procedural activities designed to achieve the goals and objectives, strategies for formative assessments, materials and resources to complete the daily lesson, modifications needed for various learning styles capabilities, cultures, and/or identified specialties, and to demonstrate thoughtful awareness of strong and weak components of each lesson. The alignment of Assessment 3, Unit Plan, with the standards for which it is cited in Section III is shown in the following matrices:

ALIGNMENT OF ASSESSMENT 3 WITH STANDARDS

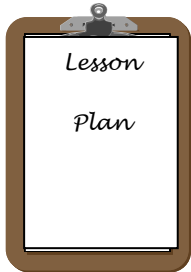
ACTFL	App.	Org.	Rat.	Goals Objs.	Proc.	Form. Assess.	Mat., Res.	Mod.	Reflec.
1. Evidence of the K-16 student standards in planning, teaching, and assessment				√	√	√	√	√	
2. Evidence of a variety of second language assessment techniques						√			

	App.	Org.	Rat.	Goals Objs.	Proc.	Form. Assess.	Mat., Res.	Mod.	Reflec.
NCTE									
Examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software appropriate and research based for supporting the teaching of English language arts.									
NCTM									
Demonstration of selection and use of appropriate instructional strategies and materials specifically for the mathematics classroom				√	√		√		

Demonstration of attention to equity through the use of multiple instructional strategies including listening to and understanding the ways students think about mathematics				√	√		√		
NCSS									
1. Candidate ability to plan lessons that integrate multiple standards as appropriate for social studies education				√	√		√		
Evidence for this principle should indicate candidate success in planning and teaching content and activities that address at least three of the NCSS content standards			√	√	√	√	√	√	√
NSTA									
Evidence of planning in science content, nature of science and inquiry (NSTA Standards 1a, 2c and 3b)			√	√	√	√	√		

	<i>App.</i>	<i>Org.</i>	<i>Rat.</i>	<i>Goals Objs.</i>	<i>Proc.</i>	<i>Form. Assess.</i>	<i>Mat., Res.</i>	<i>Mod.</i>	<i>Reflec.</i>
NABTE									
The business teacher assesses student progress to enhance the learning environment to optimize student success.							√		
NASPE									
Physical education teachers understand how individuals differ in their approached to learning, and create appropriate instruction adapted to these differences.					√			√	
Physical education teachers plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national (NASPE K-12) standards.					√			√	
Physical education teachers understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity.						√			
ACEJMC									
Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness									√
AAHE									
Candidates plan effective comprehensive school health education curricula and programs.				√	√	√	√		
Candidates assess student learning.						√			

LONG RANGE, UNIT AND LESSON PLANNING



Student teachers are required to submit complete lesson plans to the supervising teacher well in advance of teaching the lesson. Lesson plans must be available for review by supervising teachers or university supervisors. Elementary teachers usually complete one thematic unit plan for each placement. Secondary student teachers will plan one formal unit.

Research indicates that experienced teachers use fairly brief lesson plans; however, experienced teachers have stores of information in their minds that are triggered by these brief statements. Student teachers must begin to develop these stores of information and this can best be done by habitually planning in detail. They may then gradually reduce the detail as they become comfortable with less planning.

Student teachers plans must include at least one unit and daily lesson plans for all lessons taught. Student teachers are also encouraged to make long range plans that are placed on a calendar or schedule of events for the full placement (5 weeks, 8 weeks, and semester).

Long-range plans resemble a calendar that contain starting and ending times for units, concepts to be covered in units, special events, holidays, and other interruptions, showing the sequence of events for a specific time period (grading period, semester, year).

Unit Plans contain a description of the content to be taught, overall goal(s) and objectives and general procedures for a series of lessons on a specific topic such as fractions, the Civil War, poetry, parts of speech, etc.

Lesson plans are written for each lesson to carry out the unit objectives; they contain a description of the content to be taught, lesson objectives, motivation, instructional strategies, materials needed, and assessment strategies.

Thus, long-range plans suggest units to be taught, unit plans specify what the unit will contain, and lesson plans specify how each lesson will be taught and evaluated. Consult with your university supervisor for specific long-range, unit, and lesson planning requirements.

The Elementary and Secondary Unit Plan And Daily Lesson Plans

A **unit plan** is a strategized overview for organizing a body of thematic information. Units may be a unique combination of materials selected by the instructor or a semi-unique rendering centered around one or more chapters of an approved content textbook. The most effective unit, however, is much more than a chapter outline. Written *before* teaching begins, the unit allows the teacher to

- 1) focus on the scope and sequence of all information, both in overview and on a daily basis.
- 2) prepare for instructional variety in day-to-day lesson delivery.
- 3) organize and implement supplementary activities, text materials, visuals, and speakers.

Daily **lesson plans** are the heart of the unit plan. These are described at length below.

UNIT PLAN

- I. Title of the Unit
- II. Grade Level and Class
- III. Days Devoted to Unit
- IV. Unit Objectives
- V. Unit Overview
- VI. Unit Introduction
- VII. Unit (summative) Assessment(s)
 - A. authentic assessment: meaningful tasks that assess learners by requiring them to apply new learning successfully
 - B. traditional assessment: objective and subjective tests
- VIII. Supplementary Activities – bulletin boards, learning centers, speakers, outside trips, projects, term papers, reports, etc.
- IX. Bibliography of Teacher and Student Resources

DAILY LESSON PLANS

These are the detailed plans for each day of the unit. Each individual lesson plan must contain the following information:

- I. **Rationale** - an explanation of why the lesson is important and why/how the instructional methods chosen will achieve the objectives
- II. **Learning Pre-requisites** (if any)
- III. **Goals and Objectives**
 - A. **instructional goals:** general statements of broad intended accomplishments for the lesson
 - B. **specific objectives:** detailed statements precisely describing what students will **know** and be able to **do** as a result of successfully completing the lesson. These will include the mastery of specific concepts, new words, procedural sequences, etc., and will include the items upon which you plan to test at the conclusion of the unit.
 - C. **West Virginia Content Standards and Objectives** to be accomplished
- IV. **Essential Questions**—What questions will this lesson help to answer
- V. **Procedure** – step-by-step, sequential outline of the day’s lesson, including
 - A. **lesson introduction:** a description of the process you will use to prepare the students mentally for the lesson. These may take the form of a motivational activity, a warm-up exercise, a critical thinking question, or any other sort of interest-generating mechanism.

B. lesson development: the sequential itemization of activities that occur between the beginning and the end of a lesson. This section will include a variety of instructional strategies – charts, graphs, Internet sites, speakers, maps, oral reports, cooperative groups, games, labs, field work, etc.

C. lesson closure: process used to bring lesson to an end by checking for understanding. May include directing students' thinking toward the next day's lesson.

D. lesson contingency: what you'll do if you have extra time.

E. [optional] pacing guide or some other form of time planning.

F. [optional] list of questions you will use to generate discussion.

G. Homework

VI. Daily (formative) Student Assessment – strategies performed in or outside of class that allow you to see whether or not the class has mastered the day's objectives: written or oral work, questioning, checklists, graphic organizers, worksheets, labs, non-verbal/signed responses, slates, projects, group explorations, written tests and quizzes, or any additional activities that reveal student comprehension and stimulate student critical thinking.

VII. Materials, Equipment, and Resources—

A. textbook, supplementary readings, media supplies

B. outside facilities needed

C. procedure for bringing people into class and/or visiting community events, people, and places

VIII. Modifications for Diverse Learners – special considerations for various learning capabilities, learning styles, multiple intelligences, multicultural exposure, etc.

IX. Reflection and Revision—

A. Reflection: a candid, *after-the-lesson* examination of your effectiveness in preparing and executing instruction on that day. Reflections describe your teaching on that day, the manner in which the students reacted and degree to which they mastered the day's objectives, the successful (and not-so-successful) elements of the lesson.

B. Revision: discussion of what you will do differently the next time you teach the lesson.

Lesson Plan Format

(Suggested Format)

A. Name _____ Grade Level _____

Subject _____ Topic/Title _____

Unit Title _____ Length/Time _____

I. Rationale

II. Learning Prerequisite(s): (if any)

III. Goal(s) and Student Objective(s):

Instructional Goals (general statements of broad intent)

Specific Objectives (stated in specific, behavioral terms)

WV Content Standards: Briefly stated (also give identifying number)

IV. Essential Question(s):

V. Lesson Procedure (step-by-step, sequential outline of the day's lesson)

- **Lesson Introduction:** Anticipatory Set/Sponge Activity/Advanced Organizer
- **Lesson Development:** Main Lesson Outline/the sequential itemization of activities that occur between the beginning and the end of the lesson.
- **Lesson Closure:** (Be sure to involve the students)
- **Lesson Contingency** (What you would do if you have extra time.)
- **Optional: Pacing Guide**
- **Optional: List of Questions** (What questions you will use to generate discussion.)
- **Homework**

VI. Daily (formative) Student Assessment/Evaluation: (How will you assess/evaluate the students?):

VII. Material and/or Resources

VIII. Modifications for Diverse Learners (consideration of student diversity and/or special needs):

IX. Reflection/Revision: (How did you do? What were the strengths and weaknesses of the lesson? What needs to be changed?)

**SCORING RUBRIC FOR TEACHING UNITS
 MASTER OF ARTS IN TEACHING PROGRAM
 GRADUATE SCHOOL OF EDUCATION AND PROFESSIONAL DEVELOPMENT
 SOUTH CHARLESTON CAMPUS
 MARSHALL UNIVERSITY - EDF 637 and EDF 677**

Teacher Candidate _____ Content Area _____ Semester _____

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: - unit title	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

	<ul style="list-style-type: none"> - grade level/class - number of days devoted to unit - unit objectives - unit overview - unit introduction - unit assessments - supplementary activities - bibliography - daily lesson plans 		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.

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 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)

Evaluator's Signature: _____

Date: _____

**SCORING RUBRIC FOR TEACHING UNITS
MASTER OF ARTS IN TEACHING PROGRAM
COLLEGE OF EDUCATION
HUNTINGTON CAMPUS
MARSHALL UNIVERSITY - EDF 637 and EDF 677**

UNIT PLAN RUBRIC

The teacher candidate will be able to develop a strategized overview for organizing a body of thematic information to be taught. This unit plan will address the following elements: professional appearance, logical organization, statement of goals and objectives, integration in most areas of the curriculum, assessment of learning, daily strategies/procedures for guided and independent practice, provisions for critical thinking, differences in learning preferences, and individualized adaptations for the unique learner, materials, equipment and resources.

PURPOSE:

The purpose of this assignment is to allow the teacher candidate to focus on the scope and sequence of all information, prepare for instructional variety in day-to-day lesson delivery, and organize and implement supplementary activities, text materials, visuals and speakers.

	<u>MASTERY (3 PTS)</u>	<u>APPROACHING MASTERY (2 PTS)</u>	<u>EMERGING (1 pt)</u>	<u>UNACCEPTABLE</u>
<u>Appearance</u>	Mastery performance is evidenced by a document that has a professional appearance, is neatly typed, legible, carefully edited, free of more than one error in spelling, grammar, or punctuation.	Approaching mastery performance is evidenced by a document that has a professional appearance, is legible, carefully edited, with no more than 3 errors.	Emerging performance is evidenced by a document that is legible and carefully edited, with no more than 4 errors.	Unacceptable performance is evidenced by a document that lacks a professional look and/or contains numerous errors.
<u>Organization</u>	Mastery performance is evidenced by a logically organized unit, including title, grade level, overview, introduction, central theme, and days devoted to the unit.	Approaching mastery performance is evidenced by an organized unit, including title, grade level, overview, introduction and central theme.	Emerging performance is evidenced by a unit, including title, grade, level, overview and introduction.	Unacceptable performance is evidenced by a unit that lacks organization.
<u>Goals/ Objectives</u>	Mastery performance is evidenced by specific goals and objectives stated according to WV CSOs, precisely describing what students will know and be able to do.	Approaching mastery performance is evidenced by goals and objectives stated according to WV CSOs, but lacking in precision of descriptions.	Emerging performance is evidenced by goals and objectives not closely related to WV CSOs.	Unacceptable performance is evidenced by a lack of specific goals and objectives.
<u>Integration</u>	Mastery performance is evidenced by a clear description of how this theme will be carried out throughout the curriculum (in every subject area).	Approaching mastery performance is evidenced by a description of how this theme will be carried out in several subject areas.	Emerging performance is evidenced by integration of the theme in a few areas.	Unacceptable performance is evidenced by a weak integration of the theme.

<u>Assessment</u>	Mastery performance is evidenced by meaningful tasks that will assess learners by applying new learning successfully, as well as at least one appropriate self-made traditional assessment (with key and adaptations provided).	Approaching mastery performance is evidenced by at least one appropriate self-made traditional assessment (with key adaptations provided).	Emerging performance is evidenced by an outline of daily activities, but lacking some elements of mastery performance.	Unacceptable performance is evidenced by lack of appropriate assessment provisions.
<u>Strategies/ Procedures</u>	Mastery performance is evidenced by a step-by-step, sequential outline of each day's lessons, including introduction, activities (directed and independent), instructional strategies, closure, optional activities, and questions to generate discussion.	Approaching mastery performance is evidenced by a step-by-step, sequential outline of each day's lessons, including introduction, activities (directed and independent), instructional strategies	Emerging performance is evidenced by an outline of daily activities, but lacking some elements of mastery performance.	Unacceptable performance is evidenced by a collection of activities without a clear, meaningful sequence.
<u>Provision for Differences</u>	Mastery performance is evidenced by special considerations for various learning capabilities, learning styles, multiple intelligences, multicultural exposure and/or other learning differences.	Approaching mastery performance is evidenced by some considerations for various learning capabilities, learning styles, multiple intelligences, multicultural exposure and/or other learning differences.	Emerging performance is evidenced by mention of learning differences, but lack of specific provisions.	Unacceptable performance is evidenced by incomplete/inadequate listings of materials and resources.
<u>Materials/ Resources</u>	Mastery performance is evidenced by a comprehensive listing of a variety of materials, equipment, and resources (including people) needed daily for successful completion of this unit.	Approaching mastery performance is evidenced by a listing of a some materials, equipment, and resources (including people) needed daily for successful completion of this unit.	Emerging performance is evidenced by a listing of materials and resources, but a lack of variety.	Unacceptable performance is evidenced by incomplete/inadequate listing of materials and resources.

Total:

17-24 = Mastery

9-16 – Approaching Mastery

TOTAL POINTS _____

You are expected to obtain a score of at least 17 before teaching this unit.

Supervisor Signature

Rev 10/10

Assessment 4

PB/MAT standards that could be addressed in this assessment include but are not limited to Standards 2, 3 and 4.

1. Brief description of the assessment and its use in the program

Assessment 4 is the clinical performance evaluation used to determine a candidate's level of proficiency on the ten Interstate New Teachers Assessment and Support Consortium (INTASC) standards and eight dispositions during their EDF 677, MAT Level III Clinical Experience (student teaching). The level attained on the rubric is determined collaboratively between the public school supervisor and the university supervisor. Candidates must achieve a minimum level of basic on each of the ten standards and satisfactory on each of the dispositions.

2. Description of how this assessment specifically aligns with the standards it is cited for in Section III.

The ten INTASC standards are widely recognized as standards for the preparation of initial licensure teachers. The INTASC standards include content knowledge, human growth and development, diverse learners, instructional strategies, learning environment, communication, planning, assessment, reflective teaching and professional growth, and professional relationships.

The alignment of Assessment 4, Clinical Rubric, to the standards for which it is cited in Section III is shown in the following matrices:

ALIGNMENT OF ASSESSMENT 4 WITH STANDARDS

Standards	Cont. Know.	Hum. Dev.	Div. Learn.	Instr. Strat.	Learn. Envir.	Comm.	Plan.	Assess.	Reflec.	Pro. Rel.
ACTFL										
1. Evidence of the K-16 student standards in planning, teaching, and assessment	X						X	X		
2. Knowledge of second language acquisition theories	X									
3. Evidence of the diverse needs of second language learners			X							
4. Evidence of a variety of second language assessment techniques								X		

Standards	Cont. Know.	Hum. Dev.	Div. Learn.	Instr. Strat.	Learn. Envir.	Comm.	Plan.	Assess.	Reflec.	Pro. Rel.
NCTE										
1. Use English language arts to help their students become familiar with their own and others' cultures, establishing meaningful connections between the English language arts curriculum and developments in culture, society and education (also applicable to the Learning Environments Principle 3)	X	X								
2. Examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate and research based for supporting the teaching of English language arts.							X			
<i>The following can only be met during an active classroom instructional assessments such as student teaching:</i>										
3. Engage students in activities that demonstrate the role of arts and humanities in learning				X						
4. Engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written and/or visual forms				X						

Standards	Cont. Know.	Hum. Dev.	Div. Learn.	Instr. Strat.	Learn. Envir.	Comm.	Plan.	Assess.	Reflec.	Pro. Rel.
5. Engage students in critical analysis of different media and communications technologies				X						
6. Engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication				X						
7. Engage students in making meaning of texts through personal response				X						
8. Demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and non-print texts				X						
NCTM										
1. Knowledge of instructional technology specifically for the mathematics classroom	X									
2. Demonstration of selection and use of appropriate instructional strategies and materials specifically for the mathematics classroom				X						

Standards	Cont. Know.	Hum. Dev.	Div. Learn.	Instr. Strat.	Learn. Envir.	Comm.	Plan.	Assess.	Reflec.	Pro. Rel.
3. Demonstration of the ability to lead classes in mathematical problem solving and in development in-depth conceptual understanding as well as procedural fluency				X						
4. Knowledge of mathematical reasoning, communications, connections and representations and demonstration of such knowledge in the mathematics classroom and instructional planning	X									
5. Demonstration of attention to equity through the use of multiple instructional strategies including listening to and understanding the ways students think about mathematics				X						
6. Demonstration of attention to research results in the teaching and learning of mathematics	X			X						
NCSS										
1. Candidate ability to plan lessons that integrate multiple standards as appropriate for social studies education	X						X			

Standards	Cont. Know.	Hum. Dev.	Div. Learn.	Instr. Strat.	Learn. Envir.	Comm.	Plan.	Assess.	Reflec.	Pro. Rel.
2. Candidate ability to involve students in processes such as critical thinking, identification and utilization of primary sources and other processes as appropriate for social studies education				X						
3. Candidate ability to appropriately utilize technology and other forms of interactive learning as appropriate for social studies education				X						
4. Evidence for this principle should indicate candidate success in planning and teaching content and activities that address at least three of the NCSS content standards	X			X			X			
NSTA										
1. Evidence of planning in science content, nature of science and inquiry (NSTA Standards 1a, 2c and 3b)	X						X			
2. Evidence of knowledge, skills, and understanding of safety procedures; chemical storage and use; and animal care and use (NSTA Standards 9b, 9c, and 9d)	X									

Standards	Cont. Know.	Hum. Dev.	Div. Learn.	Instr. Strat.	Learn. Envir.	Comm.	Plan.	Assess.	Reflec.	Pro. Rel.
<i>The following standards can only be met during active classroom instructional assessment such as student teaching:</i>										
3. Evidence of appropriate practice safety procedures; chemical storage and use; and animal care and use (NSTA Standards 9b, 9c, and 9d)	X			X	X	X				
4. Evidence of P –12 student learning in science content and the nature of science (NSTA Standards 1a and 2c)	X							X		
NABTE										
1. The business teacher facilitates the learning of dynamic subject matter in a diverse environment.					X					
2. The business teacher assesses student progress to enhance the learning environment to optimize student success.								X		
3. The business teacher practices positive and effective techniques for managing the classroom environment.					X					

Standards	Cont. Know.	Hum. Dev.	Div. Learn.	Instr. Strat.	Learn. Envir.	Comm.	Plan.	Assess.	Reflec.	Pro. Rel.
4. The business teacher builds professional relationships with stakeholders to produce a vibrant, holistic learning environment that reflects the real world and provides benefits for the student and the community.										X
NASPE										
1. Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.		X	X							
2. Physical education teachers understand how individuals differ in their approached to learning, and create appropriate instruction adapted to these differences.		X	X	X						

Standards	Cont. Know.	Hum. Dev.	Div. Learn.	Instr. Strat.	Learn. Envir.	Comm.	Plan.	Assess.	Reflec.	Pro. Rel.
3. Physical education teachers use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.					X					
4. Physical education teachers use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings.						X				
5. Physical education teachers plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national (NASPE K-12) standards.		X		X						
6. Physical education teachers understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity.								X		

Standards	Cont. Know.	Hum. Dev.	Div. Learn.	Instr. Strat.	Learn. Envir.	Comm.	Plan.	Assess.	Reflec.	Pro. Rel.
7. Physical education teachers are reflective practitioners who evaluate the effects of their actions on others (e.g., students, parents/guardians, fellow professionals), and seek opportunities to grow professionally.									X	
ACEJMC										
1. Understand concepts and apply theories in the use and presentation of images and information	X									
2. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness								X	X	
3. Apply tools and technologies appropriate for the communications professions in which they work				X						
AAFCS										
1. Evaluate the significance of family and its effects on the well-being of individuals and society.	X									
2. Synthesize knowledge, skills, and practices required for careers in family & community services.	X			X						

Cont. Know.	Hum. Dev.	Div. Learn.	Instr. Strat.	Learn. Envir.	Comm.	Plan.	Assess.	Reflec.	Pro. Rel.
X			X						
X									
X									
						X			
			X						
							X		
						X			
X									

Standards	Cont. Know.	Hum. Dev.	Div. Learn.	Instr. Strat.	Learn. Envir.	Comm.	Plan.	Assess.	Reflec.	Pro. Rel.
1. Competence in Interpersonal Contexts: Communicating one-to-one; planning and participating effectively in group discussion.	X			X			X			
2. Competence in Listening: a) manages barriers to listening; b) listens to comprehend; c) listens to evaluate; d) listens empathetically.	X			X						
3. Competence in Preparing and Delivering Presentations: a) analyzes purpose, audience, and context when planning a presentation or performance; b) gathers and organizes content to achieve purpose for a presentation or performance; rehearses and revises in preparation	X			X			X			

for a presentation or performance; presents, monitors audience engagement, and adapts delivery.										
4. Competence in Media Literacy: understands, interprets, analyzes, and evaluates media communication.	X									
Standards	Cont. Know.	Hum. Dev.	Div. Learn.	Instr. Strat.	Learn. Envir.	Comm.	Plan.	Assess.	Reflec.	Pro. Rel.
5. Competence in Composing and Producing Media Communication: a) analyzes purpose, audience, and media channel when planning for media communication; b) develops and produces an informational or creative media communication; evaluates and revises media communication.	X									
6. Competence in Play Production: a) demonstrates understanding of dynamic theory and criticism; b) understands acting techniques; c) understands directing techniques; d) demonstrates understanding of technical theatre, including set design and construction; e) demonstrates effective theatre management skills.	X									
7. Competence in Forensics Instruction: a) demonstrates understanding of principles of argumentation and debate; b) identifies different types of individual events and the important elements of each; c) demonstrates effective program management skills.	X									

Assessment 4

Final Student Teacher Evaluation Form
EDF 677 – MAT Level III Clinical
Standards for Teacher Certification – Marshall University
Graduate School of Education and Professional Development

Student Teacher: _____ MUID _____

Last First Maiden/Middle

Home Address: _____ Email: _____

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 wellbeing.				

(Continued)

Dispositions and Professional Behavior

Please rate the teacher candidate on the following behaviors according to the scale.

S = Satisfactory

NW = Needs work

U = Unsatisfactory

Student Behavior	S	NW	U
Appearance: Student is neat, well-groomed, and dressed appropriately for a school setting.			
Attendance: Student is prompt and regular in attendance. Times absent ____ Times tardy ____			
Attitude: Student's attitude is positive and supportive.			
Behavior: Student behaves in a professional and ethical manner.			
Confidentiality: Student maintains confidentiality concerning student information.			
Flexibility: Student demonstrates flexibility in interactions with students and teacher.			
Following Instructions: Student demonstrates ability and willingness to follow instructions.			
Initiative: Student shows initiative in volunteering to assist in the classroom and/or with students.			

Comments: Please include any comments/commendations/recommendations concerning this teacher candidate's potential as a teacher. Please address each "unsatisfactory" rating given to this student.

The student has also successfully completed:

1. The Teaching Portfolio _____ Yes _____ No
2. The Capstone Oral Presentation _____ Yes _____ No

_____ **Recommendation of Supervisors:** The undersigned agree that the student has successfully completed the student teaching experience. It is recommended that the stipulated hours of credit be entered on the student's record. It is also agreed that upon completion of the approved program requirements at Marshall University, the student be recommended for a teaching license at the appropriate level and/or subject area of specialization.

_____ **Non-recommendation of supervisors:** The undersigned agree that the student has not successfully completed student teaching; no credit will be entered on the student's record.

Public School Supervisor Date University Supervisor Date

I have read and discussed the completed evaluation form with my school and university supervisors.

Teacher Candidate Date

COMMENTS:

Public School Supervising Teacher's Comments:

Attach an additional sheet if desired.

University Supervisor's Comments:

Attach an additional sheet if desired.

RUBRIC FOR TEACHER CERTIFICATION

Student Teacher _____
Semester _____ Year _____

Content 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	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
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
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	Offers some basic viewpoints and theories about subject matter; some student questioning. Basic	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	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.

<p>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.</p>			
DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
<p>Uses creativity in designing a variety of instructional strategies that provide for differences in learning styles, multiple intelligences, and performance modes.</p> <p>Distinguished <input type="checkbox"/></p>	<p>Designs instruction that provides for differences in learning styles, multiple intelligences, and performance modes.</p> <p>Proficient <input type="checkbox"/></p>	<p>Designs instruction that sometimes provides for differences in learning styles, multiple intelligences, and performance modes.</p> <p>Basic <input type="checkbox"/></p>	<p>Ignores or is unfamiliar with differences in students' learning styles, multiple intelligences, and performance modes.</p> <p>Unsatisfactory <input type="checkbox"/></p>
<p>B. The teacher appreciates and values human diversity and treats all students equitably; creates a learning community in which individual differences are respected.</p>			
<p>Creates a learning community where all students are valued and treated equitably; students and teacher demonstrate genuine caring and respect for one another.</p> <p>Distinguished <input type="checkbox"/></p>	<p>Creates a learning community where all students are treated equitably and teacher and students treat each other with respect.</p> <p>Proficient <input type="checkbox"/></p>	<p>Creates a learning community where most students are treated equitably; students do not behave negatively toward one another.</p> <p>Basic <input type="checkbox"/></p>	<p>Reacts to at least some students in negative and demeaning ways; fails to recognize human diversity; demonstrates lack of respect for students.</p> <p>Unsatisfactory <input type="checkbox"/></p>
<p>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.</p>			
<p>Provides ample, appropriate adaptations for students with special learning needs; actively seeks services and resources to meet individual learning needs.</p> <p>Distinguished <input type="checkbox"/></p>	<p>Makes appropriate provisions for students who have special learning needs; identifies when and how to access services and resources to meet learning needs.</p> <p>Proficient <input type="checkbox"/></p>	<p>Occasionally varies methods, materials and time to meet special learning differences; generally identifies when and how to access special services for students.</p> <p>Basic <input type="checkbox"/></p>	<p>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.</p> <p>Unsatisfactory <input type="checkbox"/></p>
<p>D. The teacher uses cultural diversity and individual student experiences to enrich instruction; brings multiple perspectives to the discussion of subject matter.</p>			
<p>Values and celebrates cultural diversity; uses the community, student experiences and families to provide culturally rich experiences for students.</p> <p>Distinguished <input type="checkbox"/></p>	<p>Uses cultural diversity and individual student experiences to bring multiple perspectives to the curriculum.</p> <p>Proficient <input type="checkbox"/></p>	<p>Uses a limited number of individual student experiences to bring some perspectives to the curriculum.</p> <p>Basic <input type="checkbox"/></p>	<p>Ignores opportunities to bring multiple cultural perspectives to the curriculum.</p> <p>Unsatisfactory <input type="checkbox"/></p>

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 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 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 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 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 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 align="right">Proficient <input type="checkbox"/></p>	<p>Inconsistently helps students develop motivation to achieve.</p> <p align="right">Basic <input type="checkbox"/></p>	<p>Makes little or no effort to provide opportunities to develop motivation to achieve.</p> <p 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 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 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 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 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 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 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 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 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

<p>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.</p>			
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>
<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>			
<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>
<p>C. The teacher asks a variety of levels of questions to stimulate discussion and critical thinking.</p>			
<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>
<p>D. The teacher demonstrates appropriate listening and responding skills.</p>			
<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 OGOs/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.

<p>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.</p>			
DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
<p>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"/></p>	<p>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"/></p>	<p>Usually uses assessment techniques to measure student understanding, progress and performance; usually aligns techniques with goals and objectives. Basic <input type="checkbox"/></p>	<p>Relies on pencil-paper assessments of understanding or fails to assess performance; fails to align techniques with goals and objectives. Unsatisfactory <input type="checkbox"/></p>
<p>B. The teacher uses <input type="checkbox"/> 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.</p>			
<p>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"/></p>	<p>Uses state testing programs and classroom assessments to design and adjust instruction based on student needs. Proficient <input type="checkbox"/></p>	<p>Inconsistently uses assessment results to design and adjust instruction based on student needs. Basic <input type="checkbox"/></p>	<p>Fails to use assessment results to design and adjust instruction based on student needs. Unsatisfactory <input type="checkbox"/></p>
<p>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.</p>			
<p>Continuously utilizes observations, questioning, and analysis of student work to evaluate the effectiveness of classroom activities and creatively modify instruction. Distinguished <input type="checkbox"/></p>	<p>Utilizes observations, questioning, and student work to evaluate the effectiveness of classroom activities and make adjustments to instruction. Proficient <input type="checkbox"/></p>	<p>Inconsistently uses observations, questioning, and student work to evaluate the effectiveness of classroom activities; sometimes makes adjustments to instruction. Basic <input type="checkbox"/></p>	<p>Fails to use questioning, observations, and student work to evaluate the effectiveness of classroom activities; seldom adjusts instruction. Unsatisfactory <input type="checkbox"/></p>
<p>D. The teacher maintains useful and accurate records of student work and performance and communicates student progress.</p>			
<p>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"/></p>	<p>Maintains and communicates accurate records of student work, performance, and progress; usually communicates student progress. Proficient <input type="checkbox"/></p>	<p>Inconsistently maintains accurate records of student work, performance and progress; sometimes communicates student progress. Basic <input type="checkbox"/></p>	<p>Fails to maintain and communicate accurate records of student work, performance and progress. Unsatisfactory <input type="checkbox"/></p>

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. Distinguished <input type="checkbox"/>	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. Proficient <input type="checkbox"/>	Has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met. Basic <input type="checkbox"/>	Fails to examine teaching; misjudges whether lessons were effective or achieved their goals. 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. Distinguished <input type="checkbox"/>	Seeks out professional literature, colleagues, or other resources to support professional development as a learner and teacher. Proficient <input type="checkbox"/>	Uses some resources to support professional development. Basic <input type="checkbox"/>	Engages in little or no professional development activities to enhance learning and teaching. 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. Distinguished <input type="checkbox"/>	Utilizes colleagues within the school as supports for reflection, problem-solving and new ideas. Proficient <input type="checkbox"/>	Occasionally seeks out colleagues within the school as supports for reflection, problem-solving and new ideas. Basic <input type="checkbox"/>	Fails to work with colleagues or other professionals to support reflection and problem-solving. 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.). Distinguished <input type="checkbox"/>	Exhibits professionalism (ethical and legal behavior, attendance, dress, etc.). Proficient <input type="checkbox"/>	Is inconsistent in professional behavior in regard to ethical and legal behavior, attendance, dress, etc. Basic <input type="checkbox"/>	Behaves in an unprofessional manner in regard to ethical and legal behavior, attendance, dress, etc. 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"/>

Assessment 5

PB/MAT standards that could be addressed in this assessment include but are not limited to Standards 2, 3 and 4.

1. Brief description of the assessment and its use in the program

Assessment 5 is a portfolio prepared by the candidates as a requirement during EDF 677, MAT Level III Clinical Experience (student teaching). Major sections of the portfolio include a set of teaching goals, an explanation of educational beliefs based on best practice and educational theories and philosophies, a description an analysis of contextual factors, a unit plan, assessment plan, an analysis of student learning, and a self-reflection of the student teaching and portfolio experience.

2. Description of how this assessment specifically aligns with the standards it is cited for in Section III.

The alignment of Assessment 5, Portfolio Rubric, with the standards for which it is cited in Section III is shown in the matrix below:

ALIGNMENT OF ASSESSMENT 5 WITH STANDARDS

UNIT STANDARD	Arr.	Goals & Beliefs	Theo & Phil.	Cont. Factors	Unit Plan	Assess. Plan	Effect On Student Learn	Self Eval.	Gram.
<p>Principle 3: Learning Environments: Program assessments demonstrate candidates' ability to apply their knowledge appropriately in their education role by creating and maintaining safe, supportive, fair and effective learning environments for all students, including students with disabilities, students who are limited English proficient, students who are gifted and talented, and students with low literacy levels. Assessments demonstrate that candidates are proficient in the following areas:</p>									
1. Individual and group motivation for a disciplined learning environment and engagement in learning		X	X		X		X		
2. Assessment and analysis of student learning, making appropriate adjustments in instruction, and monitoring student progress to assure meaningful learning experiences for all students						X	X	X	
3. Use of a variety of instructional strategies, materials, and applications of technology to encourage students' development of critical thinking, problem solving and performance skills					X	X	X		
UNIT STANDARD	Arr.	Goals & Beliefs	Theo & Phil.	Cont. Factors	Unit Plan	Assess. Plan	Effect On Student Learn	Self Eval.	Gram.
<p>PRINCIPLE 4: Professional Knowledge and Skills: Program assessments demonstrate candidates' knowledge of professional practices in their field and readiness to apply them and their proficiency in the following areas:</p>									
1. Engagement in professional experiences, and reflection on them, to enhance each candidate's professional growth, including a knowledge of professional organizations in the discipline								X	
2. Understanding and ability to demonstrate a commitment to equitable and ethical treatment of		X	X	X					

all students and colleagues									
3. Knowledge of the collaborative roles of other school professionals and readiness to work with colleagues, families, and community agencies				X					
4. Ability to identify opportunities for collaborative and leadership roles as members of a team				X				X	

CAPSTONE REQUIREMENT PORTFOLIO AND PRESENTATION

All teacher candidates will create a portfolio analyzing a sample of their work and the degree to which their students have learned. They will also make an oral presentation to demonstrate communication skills as they explain the contents of the portfolio. The capstone presentation, the portfolio and the teacher candidate's performance in the classroom serve to fulfill the Marshall Plan requirement for a capstone experience.

Below are instructions for the completion of the portfolio along with the rubric for scoring the portfolio.

PORTFOLIO

The following instructions will guide you in the preparation of your portfolio which is part of the evaluation for your student teaching experience. Your portfolio will be a sample of your work and thinking about teaching and learning.

The first purpose of the capstone portfolio is to facilitate critical and reflective thinking about your teaching and the degree to which your students have learned. Second, the portfolio will be a part of the assessment of your knowledge and performance in relation to the ten Standards for Teacher Certification. The oral presentation is an assessment of your presentation skills and your ability to articulate your thoughts about your semester.

Your portfolio will include:

- a cover page
- a list of your goals for student teaching
- a statement of your beliefs about teaching and learning
- an analysis of the context in which teaching and learning take place
- a unit plan, lesson plans and assessment plan for a 5 to 10 day unit
- an analysis of the degree to which your students learned/reached one objective from your unit
- copies of your evaluation instruments, rubrics, etc.
- a final reflection and self-evaluation.

The portfolio must:

- include a cover page that includes your name, date submitted, grade level and subject taught, and the school where you taught your unit.
- include a Table of Contents that lists all sections with page numbers.
- be neatly arranged, paginated and indexed according to major tasks (see below).
- be typed and double-spaced with one inch margins using 11-12 point Arial or Times New Roman font.
- be placed in a one-inch notebook.
- be void of all student names or other personal identification on any included work.

GOALS

Task:

List the important goals for your growth and teaching performance over the semester.

Some examples of objectives might be:

- to create a positive learning environment.
- to find ways to integrate technology into my unit and lessons.
- to improve communication skills.

BELIEF STATEMENT ABOUT TEACHING AND LEARNING

Task:

You will write a one to three page statement that explains educational philosophies, learning theories and research that underlie your most important beliefs about education, teaching and learning.

Your belief statement will describe your system of beliefs about how people learn, how they should be taught and what they should be taught. These beliefs have been formed throughout your teacher education program and have evolved over years of being a student, gaining research- and theory-based knowledge in your course work, examining educational philosophies, observing teachers, and acting as a teacher in your clinical experiences. You may even have written a philosophy in one of your classes. If so, feel free to use it as it is or as a basis for writing your belief statement.

Be sure to justify your beliefs by indicating the theories or philosophies from which you draw your ideas. You will remember learning about the educational philosophies and the learning theories in your EDF and CI classes. For example, you might say, “I agree with the Constructivists that children learn through direct experiences with the content,” or “I agree with Piaget that content and teaching strategies must match the level of student cognitive development.”

Your unit and lesson plans and assessment techniques should be consistent with your stated beliefs. For example, if you believe that students learn in different ways, your lessons should reflect a variety of instructional activities, with modifications for diverse students. If you believe that student performance in addition to knowledge should be assessed, you will include performance tasks in your assessment plan. Every teacher has a belief system or philosophy of teaching and learning; these beliefs tend to vary from teacher to teacher and from school system to school system. Beliefs also tend to be eclectic in that they reflect ideas from several philosophies and theories of learning. Also, some teachers have examined their philosophy in more detail than others. **The aim of the Belief Statement portion of your portfolio is to help you examine, articulate and justify your own beliefs.**

Your belief system consists of what you believe about education:

- **Beliefs about teaching and learning:** What is the teacher’s role in the learning and teaching process? How should students be taught and assessed?
- **Beliefs about students:** What is the role of the student in the learning process? What are students like? How do they learn? What differences are there among students?
- **Beliefs about what students should learn:** What knowledge is valuable for students to learn? (i.e., a discreet body of facts, understanding of big ideas, understanding self, developing thinking skills) Is knowledge static or does it constantly change?

CONTEXTUAL FACTORS

Task:

Discuss relevant community, school, and student factors and ways they may affect the teaching/learning process. Include any resources and supports as well as challenges present that affect instruction and student learning.

Instructions:

In your discussion, include:

- **community, district and school factors.** Address topics that could affect teaching and learning, such as geographic location, community and school population, socio-economic profile, race/ethnicity, political climate, community support for education.
- **classroom factors.** Address classroom factors that affect teaching and learning such as physical features, availability of technology equipment, the extent of parental involvement, classroom rules and routines, grouping patterns, scheduling, classroom arrangement, etc.
- **Student Characteristics.** Address topics that may affect teaching and learning such as age, gender, race/ethnicity, special needs, culture, language, interests, and learning styles/modalities, etc.

UNIT AND LESSON PLANS

Task:

Include a 5-10 day unit plan with daily lesson plans. For this portfolio it is not necessary to include samples of worksheets, transparencies or other resources to be used in the unit. **However, you do need to include a reflection critically analyzing each lesson.** Discuss what you learned and how you would change it if you taught it again.

Instructions:

Use the unit and lesson plan format (p. 35) to develop this part of your portfolio. Your unit will be evaluated using the Portfolio Evaluation Form (p. 150).

Use the block plan format below to provide a long-range plan (an overview of your entire unit). Include the topic or activity you are planning for each day.

Sample:

Monday	Tuesday	Wednesday	Thursday	Friday
Overview of the unit, do KWL chart, students write paragraph about what they want to learn	Discuss the necessity of preserving the environment, group work to find sources and types of pollution in the text.	Read and discuss water pollution, use the internet to find types of water pollution.	Field trip to a local stream to test for pollutants.	View a video on air pollution. Form groups and write a persuasive argument for reducing pollutants in the air.
Etc.	Etc.			

ASSESSMENT PLAN

Task:

Design an assessment plan to monitor student progress toward the achievement of one learning objective in the unit. Use multiple assessment tools, modes and approaches that are aligned with the learning objective to assess student learning before, during, and after instruction. These assessments include performance-based tasks, paper-and-pencil tasks, or personal communication. Describe why your assessments are appropriate for measuring the learning objective. Be sure to describe adaptations for diverse learners.

Instructions:

- Include a description of pre- and post-assessments that are aligned with your learning objective. State what criteria you will use to determine if students’ performance meets the learning objective (rubrics, score sheets, etc.). Include a copy of the evaluation instruments you used such as rubrics, check sheets, tests, and quizzes.
- Construct a table that lists the learning objective, assessments used to judge student performance relative to the objective, and adaptations of the assessments for individual needs. The purpose of this table is to depict the alignment between the learning objective and assessments. The table will also show where adaptations are going to be implemented to meet individual needs of students or contextual factors.

Learning Objective	Assessment Type	Format of Assessments	Adaptations
Learning Goal	Pre/post Assessments Projects with rubrics Score sheets Check sheets Tests, etc.	Performance-based, paper-and-pencil, personal communication	How will you adapt each assessment for individual needs of students or contextual factors?

- Next, construct another table showing one of your assessments for the objective and the levels of learning (according to Bloom’s Taxonomy). Indicate on the chart cognitive levels that your assessment(s) addresses.

Sample:

Objective: 1. The learner will write a persuasive argument for promoting or not promoting the reduction of air pollution in his/her home town and present the argument orally to the class.

Assessment Procedure:

1. The written argument will be scored using a rubric.
2. The oral presentation will be scored by peers using a rubric. Both rubric scores will constitute the grade.

Learning Objectives/ Assessment	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Assessment 1	X	x	x	x	x	x
Assessment 2	X	x	x	x	x	x

ANALYSIS OF LEARNING RESULTS

Task:

Analyze your assessment data to report the performance of the whole class and a selected group of students. Use visual representations and narrative to profile student performance.

Instructions:

Whole class: Use aggregated data (from tests, rubrics, check sheets, score sheets, etc.) to determine the extent to which the whole class attained one of your learning objectives. Provide a graphic representation to compare pre/post assessment results, rubric scores and/or other data for the objective. Explain what the graph illustrates and why you think your students performed the way they did.

Group: Select a group characteristic to analyze (e.g., gender, ability level). Compare the data for this group with the class as a whole. Describe what you think accounts for the differences.

EXAMPLES OF WAYS TO REPORT ASSESSMENT RESULTS

- Student-created tests
- Student self-assessments
- Journaling examples
- Rubrics with student work
- Performance profiles (running records, oral presentations, etc.)
- Student feedback
- Observation checklists/task with checklist
- Writing samples
- Examples of in-class work
- Interview documentation
- Pictures or drawings that students have created
- KWL charts
- Examples of student and teacher-candidate co-created work
- Standardized test scores
- Task with score sheet
- Pre-post tests

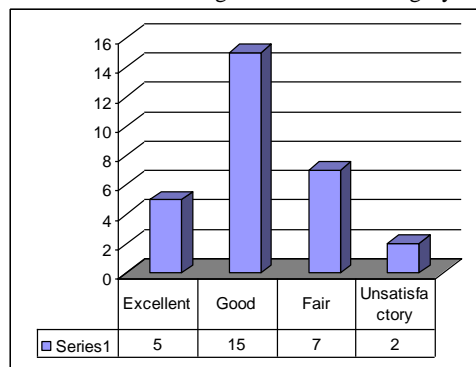
EXAMPLES OF GRAPHICS TO REPORT ASSESSMENT RESULTS

Persuasive Argument Rubric scores (include rubric)

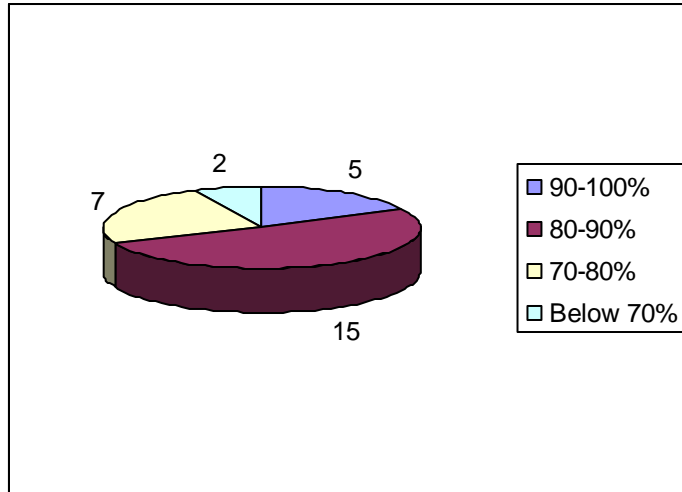
Student	Points Possible On rubric	Score on Rubric	Percent (based on 100%)
Student A	40	30	75%
Student B	40	38	95%
Student C	40	35	88%
Student D	40	29	73%

Average Score: 33 Average Percent: 82.75

Number of students scoring in each rubric category.



Number of students scoring in specific grade ranges.



REFLECTION AND SELF EVALUATION

Task:

Reflect on your performance as a teacher in guiding the instructional process of the unit and link your performance to student learning results. Identify future actions for improving your practice and professional growth.

Instructions:

Write a narrative reflecting on your instruction and student learning in which you describe characteristics that helped you become a successful teacher.

- describe the instructional strategies that contributed most to student learning and which were most effective.
- explain classroom management factors that affected student learning.
- explain the greatest barriers to achieving positive learning results (factors that were under your control).
- discuss what you would do differently to improve student learning.
- reflect on your own abilities and identify the professional knowledge, skills or dispositions (attitudes, values and beliefs) that would improve your performance in teaching this unit.
- discuss your most significant learning insight from teaching this unit.
- Final comment: Analyze the degree to which you met your student teaching goals.

NOTE: The portfolio instructions were adapted from "Performance Prompt, Teaching Processes, Standards and Indicators and Scoring Rubrics for Teacher Work Sample" prepared by the Title II Renaissance Partnership for Improving Teacher Quality Project (<http://fp.uni.edu/itq> January 2001 [draft]).

Please place a check in the appropriate column for each of the standards below.

A total of 11 points are needed for a passing score.

	YES	Some-	NO
--	------------	--------------	-----------

STANDARDS	2	what 1	0
19. 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.			
20. 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.			
21. Explanations of theories and philosophies cited are accurate; unit and assessment plans are consistent with stated beliefs.			
22. 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).			
23. 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)			
24. 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.			
25. 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.			
26. 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.			
27. The portfolio is free from grammatical, spelling, and typographical errors.			

Teacher Candidate _____ Total Points _____

Evaluator _____ Date _____ Pass _____ Fail _____

Assessment 6

Note: For programs that include foreign language, the program must submit the OPI. For programs that include science, programs must submit a safety assessment as assessment 6, 7, or 8.

1. Brief description of the assessment and its use in the program

Assessment 6 is a capstone presentation. Candidates make an oral presentation based on their portfolio and student teaching (capstone) experience, EDF 677, MAT Level III Clinical Experience. The capstone presentation is made before faculty, peers and invited guest on the final day of the student teaching experience.

2. Description of how this assessment specifically aligns with the standards it is cited for in Section III.

Alignment of assessment 6 with the standards it is cited for in Section III is shown in the following matrices:

ALIGNMENT OF ASSESSMENT 6 WITH STANDARDS

UNIT STANDARD	Part 2. Purpose	Cont. Fac.	Unit	Goals	Assess.	Analy. Student Learn.	Self Eval	Gram
Principle 3: Learning Environments: Program assessments demonstrate candidates' ability to apply their knowledge appropriately in their education role by creating and maintaining safe, supportive, fair and effective learning environments for all students, including students with disabilities, students who are limited English proficient, students who are gifted and talented, and students with low literacy levels. Assessments demonstrate that candidates are proficient in the following areas:								
1. Individual and group motivation for a disciplined learning environment and engagement in learning			X			X		
2. Assessment and analysis of student learning, making appropriate adjustments in instruction, and monitoring student progress to assure meaningful learning experiences for all students					X	X	X	
3. Use of a variety of instructional strategies, materials, and applications of technology to encourage students' development of critical thinking, problem solving and performance skills			X		X	X		

UNIT STANDARD	Part 2. Purpose	Cont. Fac.	Unit	Goals	Assess.	Analy. Student Learn.	Self Eval	Gram
PRINCIPLE 4: Professional Knowledge and Skills: Program assessments demonstrate candidates' knowledge of professional practices in their field and readiness to apply them and their proficiency in the following areas:								
1. Engagement in professional experiences, and reflection on them, to enhance each candidate's professional growth, including a knowledge of professional organizations in the discipline							X	
2. Understanding and ability to demonstrate a commitment to equitable and ethical treatment of all students and colleagues		X	X	X				
3. Knowledge of the collaborative roles of other school professionals and readiness to work with colleagues, families, and community agencies		X						
4. Ability to identify opportunities for collaborative and leadership roles as members of a team		X					X	

5. Assessment 6 Rubric

**CAPSTONE REQUIREMENT
PORTFOLIO AND PRESENTATION**

All teacher candidates will create a portfolio analyzing a sample of their work and the degree to which their students have learned. They will also make an oral presentation to demonstrate communication skills as they explain the contents of the portfolio. The capstone presentation, the portfolio and the teacher candidate's performance in the classroom serve to fulfill the Marshall Plan requirement for a capstone experience.

CAPSTONE ORAL PRESENTATION

The capstone presentation will consist of a 15-20 minute oral reflection on your portfolio and the degree to which your students have learned. The oral presentation is an assessment of your presentation skills and your ability to articulate your thoughts about your semester. The presentation will be evaluated using the following rubric.

**EDF 677 MAT LEVEL III CLINICAL EXPERIENCE
CAPSTONE PRESENTATION EVALUATION
Marshall University**

Please indicate below whether the teacher candidate has met each of the standards.

A total score of 27 is needed for a passing grade. (Perfect = 38)

STANDARDS	Yes 2	Some- what 1	No 0
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(ies)			
• 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 as 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.			

Teacher Candidate _____ Total Points _____
 Evaluator _____ Date _____ Pass ___ Fail ___

Appendix D: Assessment of Candidate Dispositions and Copy of Instrument

Analysis of Disposition Data
for the
Master of Arts in Teaching Program (MAT)
(2007-2010)

August 23, 2011

Introduction

Using the PEU dispositions as a framework, MAT Program faculty have identified nine concepts which form the basis for assessment of dispositions within the program. These nine concepts, listed in the assessment instrument provided as Attachment 1, are aligned with the four PEU dispositions as indicated in the following chart.

MAT Program Concepts	Students	PEU Dispositions		
		Professional	Diversity	Technology
1. Knowledge	X	X		
2. Critical Thinking	X			
3. Social Settings	X	X	X	
4. Technology	X			X
5. Human Growth/Development	X	X	X	
6. Special Needs	X	X	X	
7. Cultural Pluralism/Diversity	X	X	X	
8. Communication		X		X
9. Professional Growth		X		

Disposition data for MAT candidates are collected using a self-report survey administered initially at admission to the program and again as a part of the capstone or clinical experience at program completion. An assessment rubric (see Attachment 1) with five-point rating scale has been developed for use with the assessment.

Findings

This report is focused on data collected between 2005 and 2009. The data represent matched candidate pre-assessment and post-assessment responses selected based on the candidate graduation year.

Pre-assessment (at admissions) and post-assessment (at program completion) mean scores are presented for each of the nine survey items for 2007, 2008 and 2009. These data have also been aggregated for this three year period. Pretest and posttest data were available for 34 program completers for this three year period. A paired sample t test was used to identify where the differences in mean scores were statistically significant at the $p < .05$ level. These findings are presented in Table 1. A review of these data for the three year period indicate that candidates demonstrated statistically significant gains in mean scores between pre-assessment and post-assessment on all nine disposition concepts. Seven of the nine post-assessment mean scores were in the “Proficient” to “Exemplary” categories and two fell within the “Basic” to “Proficient” categories.

Overall program disposition data collected between 2005 and 2009 are provided in Chart 1. These data also reflect matched candidate pre-assessment and post-assessment responses, but are not separated by years. Responses from 60 program completers were available for analysis. A paired samples t test was used to determine the statistical significance of any differences that existed between the pre-assessment and post-assessment mean scores. An analysis of the matched pair data for 2005 – 2009 indicates all candidates performing at the “Proficient” to “Exemplary” or the “Basic” to “Proficient” categories at program completion. Statistically significant positive differences between pre-assessment and post-assessment mean scores were demonstrated for all nine disposition concepts.

All pre-assessment and post-assessment means, without regard to the availability of matched responses, were also compared. An independent samples t test was used to determine the existence of any statistically

significant differences between the means. These data are presented in Chart 2. An analysis of all candidate mean scores reveals significant positive differences for all nine concepts. Post-assessment mean scores range from 4.08 to 4.36 for six of the nine items. Post-assessment mean scores ranged from 3.67 to 3.97 on the remaining three items.

Utilization of Disposition Data for Continuous Improvement

Utilization of disposition data continuous improvement is consistent with the PEU of program commitment to continuous program improvement. These disposition data have been a part of the database that has informed and guided the program faculty in making the following program modifications/improvements since the previous NCATE accreditation visit:

- Added the 18 hr. Post Baccalaureate Program (2005)
- EDF 537 – MAT Level I Clinical Experience increased from 20 to 35 hours (2005)
- EDF 637 – MAT Level II Clinical Experience increased from 60 to 75 hours (2005)
- Power Point Presentation (Technology component) requirement added to capstone presentation (2005)
- Implemented computer based comprehensive exam that requires testing on all courses in the MAT program (2006)
- Post-Bac program increased from 18 to 24 hrs; Added CISP 521 (Children with Exceptionalities), CISP 510 (Introduction to Instruction Practices/Exceptional Children) and CIRG 644 (Literacy in the Content Area); eliminated CI 624 (Advanced Instructional Strategies) (2006)
- EDF 612 (Educational Evaluation) or EDF 636 (Test and Measurements) added to MAT Plan of Study; this occurred without increasing credit hours due to the option of EDF 616 or EDF 619 instead of the previous requirement for both EDF 616 and EDF 619 (2006)
- One content elective removed from Grades 9-Adult POS; replaced with CI 549 (Classroom Management) (2006)
- Other content elective changed to general elective (2006)
- Praxis II content examination required prior to EDF 677 – Level III Clinical Experience (student teaching) (2006)

Several of these program improvements can be directly linked to the findings from the disposition surveys. The addition of two courses (CISP 521 – Children with Exceptionalities and CISP 510 – Introduction to Instructional Practices/Exceptional Children) addressed the candidate performance relative to the “Students” and “Diversity” dispositions. We anticipate that mean scores on these items will increase over time. The addition of additional technology-related assignments should strengthen candidate knowledge and acceptance of technology. Finally, the addition of CIRG 644 (Literacy in the Content Area), CI 549 (Classroom Management) and EDF 612 (Educational Evaluation), should enhance candidate knowledge and skills related to helping students learn and working with diverse student populations.

Conclusions

Overall, MAT candidates demonstrated statistically significant gains in all nine disposition statements between program admission and completion between 2006 – 09. The aggregated data for this period (see Table 1) indicate mean scores of 4.02 or higher for seven of these items at program completion. Mean scores for the disposition statements on “Special Needs” and “Cultural Pluralism/Diversity” were slightly lower at 3.68 and 3.71 respectively. The mean difference between program admissions and program completion, however, were 1.44 for “Special Needs” and 0.71 for “Cultural Pluralism/Diversity.” Overall candidate performance across all nine disposition statements indicate positive increases between admission and program completion. Program faculty will need to continue to monitor performance, especially on the two disposition statements in which mean scores at program completion were less than 4.

Marshall University
Graduate School of Education and Professional Development
Early Childhood, Elementary and Secondary Education Programs
Candidate Self-Assessment of Professional Characteristics
Please complete this survey and submit it with your Plan of Study

Candidate Name: _____ **Degree Seeking:** _____

Elementary Education ___ **Secondary Education** ___ **MAT** ___ **Post-Bac** ___

Area of Emphasis: _____ **MUID:** _____

Advisor: _____ **Date:** _____

The Graduate School of Education and Professional Development has a Conceptual Framework that provides a shared vision for preparing the experienced professional as specialist. We are committed to: 1) dispositions that support this framework, including the commitment to acquire and use knowledge on behalf of P-12 students, 2) diversity and the preparation of educational personnel who help all students learn, 3) integration of technology to enhance candidate and student learning, and 4) aligning professional and state standards with candidate proficiencies expected by the program.

To that end, we would like you to rate yourself on the candidate outcomes that have been adopted to guide the development of the program. You will be asked to do this at the beginning of your program and again at the end. If you have additional comments about your progress in the program, you may use the back of this form.

Please read these directions carefully. Completion of this instrument is an admissions requirement. The instrument was designed to gather data on skills and dispositions which the Elementary/Secondary Education Program has identified as important for effective, practicing professionals. As such, you are not expected to have all skills in place as you enter the program. Your responses will allow the program to make modifications and adjustments based upon identified student needs. The instrument will not be used to evaluate you in any manner but is used strictly as an information gathering tool. Thank you for your assistance in providing us with this valuable information.

Please provide ratings of your performance for each of the nine personal characteristics. Please use the definitions provided below as you consider your rating for each item.

<u>DEVELOPMENT</u> <u>AL</u>	<u>EMERGING</u>	<u>BASIC</u>	<u>PROFICIENT</u>	<u>EXEMPLARY</u>
<ul style="list-style-type: none"> ·participate when required ·my priority is on my classroom only ·not aware of my professional roles/responsibilities 	<ul style="list-style-type: none"> ·belong/participate occasionally ·occasionally involved with school-wide programs/projects ·aware of my roles/responsibilities but find them somewhat unrealistic 	<ul style="list-style-type: none"> ·belong to one or more professional organizations ·participate as much as those around me in school improvement activities ·carry out all roles and responsibilities as required or described 	<ul style="list-style-type: none"> ·participate actively in one or more professional organization ·take leadership roles in school improvement activities ·actively model the roles and responsibilities of my position 	<ul style="list-style-type: none"> ·participate actively in one or more professional organizations and actively seek professional development activities ·enjoy initiating and taking leadership roles in professional development activities ·strongly believe in and model my professional roles and responsibilities at all times

1. **Knowledge Base:** *Experienced professionals as specialists understand and apply the current knowledge base in a specialization.*

Candidate Self-Rating (please circle): Developmental Emerging Basic Proficient Exemplary
Comments/Goals: _____

2. **Critical Thinking:** *Experienced professionals as specialists demonstrate skills in research methodology, problem solving, and critical thinking.*

Candidate Self-Rating (please circle): Developmental Emerging Basic Proficient Exemplary
Comments/Goals: _____

3. **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 (please circle): Developmental Emerging Basic Proficient Exemplary
Comments/Goals: _____

4. **Technology:** *Experienced professionals as specialists demonstrate a basic understanding of the application of technology in an area of specialization.*

Candidate Self-Rating (please circle): Developmental Emerging Basic Proficient Exemplary
Comments/Goals: _____

5. **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 (please circle): Developmental Emerging Basic Proficient Exemplary
Comments/Goals: _____

6. **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 (please circle): Developmental Emerging Basic Proficient Exemplary
Comments/Goals: _____

7. **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 (please circle): Developmental Emerging Basic Proficient Exemplary
Comments/Goals: _____

8. **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 (please circle): Developmental Emerging Basic Proficient Exemplary

Comments/Goals: _____

9. **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 (please circle): Developmental Emerging Basic Proficient Exemplary
Comments/Goals: _____