

**Marshall University Professional Education Unit
College of Education
Graduate School of Education and Professional Development**

[TYPE THE COMPANY NAME]

September 15, 2011
Prepared by George Watson

Teacher Preparation Program Report

Marshall University Professional Education Unit
College of Education
Graduate School of Education and Professional Development

Section I. Demographics

Requirements for admission to Teacher Education

- Complete application for admission to program
- EDF 218 (grade 'C' or better) and EDF 270 (credit)
- Passing scores on the PRAXIS I exam- all 3 areas. (EXEMPT from PRAXIS Exam with SAT 1125 or ACT composite 26 or higher)
- Minimum GPA 2.7 (both overall and at Marshall University)
- 21 ACT composite score
- MU students: Completion of 26 credit hours / Transfer students: Completion of 12 Marshall University credit hours

Teacher Education enrollment disaggregated by race, ethnicity, & gender

Total number of students enrolled in 2009-10	1424
Unduplicated number of males enrolled in 2009-10	451
Unduplicated number of females enrolled in 2009-10	973

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	15
<i>Race</i>	
American Indian or Alaska Native	2
Asian	6
Black or African American	46

Native Hawaiian or Other Pacific Islander	0
White	1333
Two or more races	22

Average number of hours of supervised clinical experience

Average number of clock hours required prior to student teaching	211
Average number of clock hours required for student teaching	525
Number of full-time equivalent faculty in supervised clinical experience during this academic year	11
Number of full-time adjunct faculty in supervised clinical experience during this academic year (IHE & PreK-12 staff)	13
Number of students in supervised clinical experience during this academic year	217

Total number of students who have been certified or licensed as teachers disaggregated by subject area and licensure 2009-2010

Academic Major	Number Prepared
BA Early Childhood Education	1
BA Elementary Education	82
BA Secondary Education	55
MA Early Childhood Education	11
MA Elementary Education	18
MA Reading Education	25
MA Secondary Education	15
MA Special Education	66
Master of Arts in Teaching	50
TOTAL	323

Praxis I (PPST) exam results for 2008-2009 and 2009-2010. (Note: Passing score needed before admission to Teacher Education.)

	Academic Year	Test Completed	Passed	Failed	Passing Rate
PPST - Reading	2008-09	263	213	50	80.9%
	2009-10	309	264	45	85.4%
PPST - Writing	2008-09	265	223	42	84.2%
	2009-10	295	252	43	85.4%
PPST - Mathematics	2008-09	246	198	48	80.5%
	2009-10	288	255	33	88.5%

Praxis II Scores for 2008-2009 and 2009-2010.

	Academic Year	Test Completed	Passed	Failed	Passing Rate
Principles of Learning and Teaching (PLT)					
Principles of Learning and Teaching: Grade K-6	2008-09	94	86	8	91.5%
	2009-10	94	87	7	92.5%
Principles of Learning and Teaching: Grade 5-9	2008-09	17	15	2	88.2%
	2009-10	13	12	1	92.3%
Principles of Learning and Teaching: Grade 7-12	2008-09	122	117	5	95.9%
	2009-10	114	112	2	98.2%
Elementary Education					
Elementary Education (K-6)	2008-09	83	79	4	95.2%
	2009-10	92	84	8	91.3%
Middle School Education					
English (5-9)	2008-09	4	4	0	100%
	2009-10	5	4	1	80.0%
General Science (5-9)	2008-09	5	4	1	80%

	Academic Year	Test Completed	Passed	Failed	Passing Rate
Mathematics (5-9)	2009-10	3	2	1	66.7%
	2008-09	7	6	1	85.7%
	2009-10	19	16	3	84.2%
Social Studies (5-9)	2008-09	4	3	1	75.0%
	2009-10	3	3	0	100%
Secondary Education/Content Endorsement					
Art Content Knowledge	2008-09	7	6	1	85.7%
	2009-10	8	7	1	87.5%
Biology Content Knowledge	2008-09	15	12	3	80.0%
	2009-10	19	18	1	94.7%
Business Education	2008-09	13	12	1	92.3%
	2009-10	12	12	0	100%
Chemistry Content Knowledge	2008-09	5	3	2	60.0%
	2009-10	6	4	2	66.6%
English (5-Adult)	2008-09	25	22	3	88.0%
	2009-10	34	32	2	94.1%
General Science (5-Adult) – Biology	2008-09	9	6	3	66.7%
	2009-10	6	4	2	66.7%
General Science (5-Adult) – Physical Science	2008-09	13	8	5	61.5%
	2009-10	9	8	1	88.9%
General Science (5-Adult) – General Science	2008-09	6	4	2	66.6%
	2009-10	13	10	3	76.9%
Health	2008-09	3	2	1	66.6%
	2009-10	4	3	1	75.0%
Mathematics (5-Adult)	2008-09	5	5	0	100%
	2009-10	9	6	3	66.6%

	Academic Year	Test Completed	Passed	Failed	Passing Rate
Music Content Knowledge	2008-09	9	9	0	100%
	2009-10	8	7	1	87.5%
Physics Content Knowledge	2008-09	5	5	0	100%
	2009-10	2	2	0	100%
Reading Specialist	2008-09	36	32	4	88.9%
	2009-10	20	18	2	90.0%
Social Studies (5-Adult)	2008-09	25	24	1	96.0%
	2009-10	31	27	4	87.1%
Spanish (5-Adult)	2008-09	8	6	2	75.0%
	2009-10	5	5	0	100%
Early Childhood Education					
Early Education (PreK-K)	2008-09	10	10	0	100%
	2009-10	18	17	1	94.4%
Special Education					
Behavioral Disorders (Excluding Autism)	2008-09	6	3	3	50.0%
	2009-10	4	3	1	75.0%
Mentally Impaired (Mild/Moderate)	2008-09	48	47	1	97.9%
	2009-10	48	48	0	100%
Preschool Special Needs (PreK-K)	2008-09	8	8	0	100%
	2009-10	15	13	2	86.7%
Multi-Categorical Special Education (BD excluding Autism, MI, SLD)	2008-09	48	48	0	100%
	2009-10	42	42	0	100%
Student Support Personnel					
School Counselor	2008-09	34	34	0	100%
	2009-10	23	22	1	95.6%
Administrator/School Leader					

	Academic Year	Test Completed	Passed	Failed	Passing Rate
Educational Leadership	2008-09	49	47	2	95.9%
	2009-10	38	37	1	97.3%

Section II Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2009-2010</p> <p>Goal: 40+</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <ul style="list-style-type: none"> -Updated Math curriculum enabling students to receive two degrees: Math and Math Education -Utilize full-time recruiting efforts - Initiate a greater physical presence in high schools to share options available in teacher shortage academic areas. - Increase mandatory advising for all COEHS students. - Increase outreach to Elementary and Middle schools to encourage and change rigor and availability of math/science initiatives. -Preliminary planning for elementary math endorsement. - Provide alternative certification option for Math/Science majors (College of Science).

Teacher shortage area	Goal for increasing prospective teachers trained
	<p>-Partner with Mathematics faculty to adjust/modify program requirements.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <ul style="list-style-type: none"> - Attend College fairs at high schools, and arranges follow up visits based on the interest of high schools students. - Share options available in teacher shortage academic areas. - Professional development initiatives to enhance rigor of science/math curriculum in elementary & middle school sites -Participate in Appalachian Math/Science Partnership to provide science/math professional development to Braxton, Cabell, Mingo, Mason, and Wayne Counties. -Create new Professional Development School Partnership approach - Market and make available opportunities to enroll & complete the MAT programs for teacher shortage areas.
Science	<p>Academic year: 2009-2010</p> <p>Goal: 15+</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <ul style="list-style-type: none"> - Utilize full-time recruiting efforts - Initiate a greater physical presence in high schools to share options available in teacher shortage academic areas. - Increase mandatory advising for all COEHS students.



Teacher shortage area	Goal for increasing prospective teachers trained
	<ul style="list-style-type: none"> - Increase outreach to Elementary and Middle schools to encourage and change rigor and availability of math/science initiatives. - Provide alternative certification option for Math/Science majors (College of Science). -Partner with College of Science faculty to adjust/modify program requirements. <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <ul style="list-style-type: none"> - Attend College fairs at high schools, and arranges follow up visits based on the interest of high schools students. - Share options available in teacher shortage academic areas. - Professional development initiatives to enhance rigor of science/math curriculum in elementary & middle school sites. - Participate in Appalachian Math/Science Partnership to provide science/math professional development to Braxton, Cabell, Mingo, Mason, and Wayne Counties. -Facilitate summer training through the Shewey Science Academy in Mingo County - Create new Professional Development School Partnership approach - Market and make available opportunities to enroll & complete the MAT programs for teacher shortage areas.
Special education	<p>Academic year: 2009-2010</p> <p>Goal: 15+</p> <p>Goal met? Yes</p>

Teacher shortage area	Goal for increasing prospective teachers trained
	<p>Description of strategies used to achieve goal:</p> <ul style="list-style-type: none"> - Utilize full-time recruiting efforts - Initiate a greater physical presence in high schools to share options available in teacher shortage academic areas. - Increase mandatory advising for all COEHS students. <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <ul style="list-style-type: none"> - Attend College fairs at high schools, and arranges follow up visits based on the interest of high schools students. - Share options available in teacher shortage academic areas. - Market and make available opportunities to enroll & complete the MAT programs for teacher shortage areas. -Advise non-education post-baccalaureate students to enter this field of study.
Instruction of limited English proficient students	<p>Academic year: 2009-2010</p> <p>Goal: 12</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <ul style="list-style-type: none"> -Courses available online to increase access. -Contact counties to increase their awareness of the program. -Close coordination with WV Department of Education <p>Description of steps to improve performance in meeting</p>

Teacher shortage area	Goal for increasing prospective teachers trained
	goal or lessons learned in meeting goal: -Increase marketing/awareness -Continued contact with the WV Department of Education

Provide any additional comments, exceptions and explanations below:

Section III Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

Yes

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

No

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

1. The PEU participated in the Appalachian Math/Science Partnership to provide science/math professional development to Braxton, Cabell, Mingo, Mason, and Wayne Counties.

The PEU and Math faculty are working with Wayne County to increase the number of certified 5-9 Math teachers.

The PEU meets once each semester with the EPPAC to discuss programmatic changes.

2. The PEU collaborated with the June Harless Center to develop K-5; 6-8 model schools. These schools are clinical sites for prospective teachers to learn 21st century instruction strategies.

The PEU refocused its efforts toward creating a renewed collaboration with Professional Development Schools.

The PEU meets once each semester with the EPPAC to discuss programmatic modifications.

3 & 4. The PEU provided coursework and training for all prospective (general and special education) teachers adding a special education endorsement. Many clinical placements take place in Professional Development Schools (PDS).

5. This is an area for improvement. We are exploring options in an effort to respond to INTASC Standards.

6. The PEU provides course work (SOS 207, EDF475, CI 342, CI 343, CI 446, CI 470) and experiences that illustrate the impact of poverty and socio-economic status in conjunction with the school abilities of children and families.

Several SOE faculty have completed Ruby Payne's *Framework for Understanding Poverty* training and utilize the concepts in their courses. Research-based strategies are provided for pre-service teachers.

At the graduate level diversity is emphasized in each course especially in those involving clinical experiences (EDF537, EDF637, EDF677, CISP655, CIRG623, CIRG643, CIME675, CIME677, CI672, SPSY745, COUN698, CIDH601/602, CIVI601/602, and LS660.

7. Prospective teachers receive coursework and clinical experiences that expose them to various suburban or rural teaching situations. The immediate surrounding areas limit our ability to provide extreme urban experiments but their experiences are adequate to give a good perspective to the contrasts of urban and rural schools.

Section IV Use of Technology

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
Yes
- use technology effectively to collect data to improve teaching and learning
Yes
- use technology effectively to manage data to improve teaching and learning
Yes
- use technology effectively to analyze data to improve teaching and learning
Yes

Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

The Marshall University School of Education uses a variety of methods to prepare teachers to use technology effectively in the classroom. First and foremost, all pre-service teachers are required to take four credit hours of computer instruction. Specifically, the required courses are Introduction to Computers in the Classroom (1 hour) and Instructional Technology and Computing (3 hours). These courses combine to train teachers on using various technologies for instruction and assessment purposes. In addition, technology is embedded in all education courses through hands-on use by faculty and students as part of the learning process. Technologies such as interactive boards and document cameras are installed in 75% of the classrooms and used during instructional time. Students are also exposed to a wide-range of cutting-edge technologies, including student response systems, iPads, and high definition video conferencing for virtual field trips. Student work in many classes includes using various technologies, such as those previously mentioned, as tools to complete course assignments.

The School of Education trains pre-service teachers to collect and analyze data for the purpose of improving instruction throughout the students' course of study. Faculty model methods of assessment and data analysis as well as train students on how data can be used to modify instructional practices. All students are required to take a course on Classroom Assessment, which outlines how to effectively assess student achievement and interpret the results of the data.

Finally, as part of the capstone experience, students must create an assessment plan, collect data, graphically analyze and interpret the results, and modify instruction based on the data interpretation. The unit also collects and manages data through the unit's database manager. Components of the student data include Praxis test scores and student work on performance tasks. Performance tasks are assessments embedded throughout the program that the unit has identified as representing the course and program objectives. Each course has a specific performance task and the student results on these tasks are used by the chair, coordinators, and faculty to review how well students are performing and where deficiencies in instruction may need to be addressed.

The concept of universal design of instruction is woven throughout the students' program of study. Every course places an emphasis on modifying instruction to reach at-risk and disabled students, as well as students that process information in a variety of ways. Students are also required to take classes in special education to familiarize themselves with the unique challenges that these children face as well as how to effectively instruct them. As part of the capstone experience pre-service teachers are required to create a unit of instruction centered on the principles of universal design and be able to explain to their capstone evaluators how the plan met the needs of all students.