Technology as a Cross-Cutting Theme

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Session Goals

- To define technology according to CAEP
- To identify where technology appears in the standards
- To list types of evidence suggested by CAEP
- To share instructional examples from CoEPD
- To discuss how you/candidates/students use technology

Influences

- InTASC Model Core Teaching Standards
- Common Core State Standards Initiative
- National Board for Professional Teaching Standards' Five Core Propositions
- International Society for Technology in Education
- Harvard Family Research Project

Two Cross-Cutting Themes

Diversity and Technology

- Convergence
  - improve performance of diverse P-12 students taking advantage of new digital age opportunities
  - bring quality education to all P-12 students
  - address inequitable access to technology resources in homes and communities

- Require new learning and substantial innovation by preparation provides

Source: http://caepnet.org/~/media/Files/caep/standards/commrpt.pdf?la=en

CAEP's Definition

Technology

- The **tools and techniques** available through computers, the Internet, telecommunications, and multimedia that are used by educator preparation providers (EPPs) **for instruction AND**

- the **input**, **storing, processing, and analyzing of data** in quality assurance systems.

- Educator **candidates** should be able to **demonstrate** that they use technology to **work** effectively **with students** to support student learning.

Source: https://www.youtube.com/watch?v=rDwE2Bytw1w

Commission Report - EPPs

- EPPs should…
  - Keep up with research
  - Model best practices in digital learning and technology applications

Adaptations for…

- **Instructional leaders**
  - Reading specialists
  - School library media specialists
  - Technology coaches
  - Teachers for disabled students
  - Teachers for gifted students

- **Other leaders**
  - School psychologists
  - School counselors
  - Technology directors
  - Education leaders

Source: http://caepnet.org/~/media/Files/caep/standards/commrpt.pdf?la=en

Standard 1
Content & Pedagogical Knowledge

1.5 Providers **ensure** that candidates **model and apply technology standards** as they design, implement and assess learning experiences **to engage** students and **improve learning** and **enrich professional practice**.

Source: https://www.youtube.com/watch?v=rDwE2Bytw1w

Suggested Evidence – 1.5

Do candidates…

- access research databases, digital media, and tools to improve learning

- know why and how to help P-12 students access and assess quality digital content

- design and facilitate digital learning, mentoring and collaboration including the use of social networks

- use digital networks to track, share, and evaluate student learning

Source: https://www.youtube.com/watch?v=rDwE2Bytw1w

Source: http://caepnet.org/~/media/Files/caep/standards/commrpt.pdf?la=en

Marshall University Libraries

A-Z Databases

Find the best library databases for your research.

All Subjects ▼	All Database Types ▼	All Vendors / Providers ▼	Search for Databases	Go

All   A   B   C   D   E   F   G   H   I   J   K   L   M   N   O   P   Q   R   S   T   U   V   W   X   Y   Z   #

129 Databases found

A

Academic Search Premier ⧉

This multi-disciplinary database provides full text for more than 4,600 journals, including full text for nearly 3,900 peer-reviewed titles. PDF backfiles to 1975 or further are available for well over one hundred journals, and searchable cited references are provided for more than 1,000 titles.

AccessEngineering ⧉

AccessEngineering from McGraw-Hill offers seamless access to the world's best-known, most-used collection of authoritative, regularly updated engineering reference information. AccessEngineering also comprises dynamic online features, such as instructional, faculty made videos, calculators, interactive tables and charts, as well as personalization tools allowing users to organize crucial project information as they work.

AccessPharmacy ⧉

AccessPharmacy from McGraw-Hill gives pharmacy students instant access to videos, games, Q&A, and leading pharmacy textbooks that will establish an important foundation for learning; enables pharmacy instructors to create, track, and report their students' progress through a custom curriculum that eases workflow; and allows practicing pharmacists to get information instantly about drugs, herbs and supplements, and consult features and editorials concerning the vast array of current pharmacy publications.

AGRICOLA ⧉

This database contains bibliographic records from the U.S. Department of Agriculture's National Agricultural Library. Coverage for AGRICOLA dates back to 1970 and includes more than 4.8 million citations. The citations are comprised of journal articles, monographs, theses, patents, software, audiovisual materials, and technical reports related to agriculture.

AHFS Consumer Medication Information ⧉

The AHFS Consumer Medication Information is a trusted source and recognized standard for patient drug information, available in both English and Spanish. Published by the American Society of Health-System Pharmacists, AHFS includes more than a thousand drug information monographs written in lay language for consumers and has been a Top Ten Award Winner in the Department of Health and Human Services National Consumer Education Materials

New / Trial Databases

The following databases are newly acquired or being evaluated for a future subscription.

Digital Theatre Plus ⧉ `New`

Digital Theatre Plus captures the moments before the curtain rises and after the curtain falls, providing valuable insight into the play making process. The documentaries and interviews introduce theatre as a vibrant, exciting art form. Full length performances including plays, musicals, and opera are included in the collection.

Marshall University Special Collections Online Database ⧉ `New`

This index provides information about thousands of the documents, images, manuscripts, and other media available through the Marshall University Special Collections. The collection focuses on the history of Marshall University, Huntington, the state of West Virginia, and the surrounding Appalachian region. This collection is updated regularly and is a great starting point for primary source materials.

Philadelphia Inquirer Archive (1860-2001) ⧉ `New`

Archive of Philadelphia Inquirer provides searchable PDF content that spans nearly 150 years. Forthcoming later in 2017, coverage will expand to include 1929-2009.

Pittsburgh Post-Gazette Archive (1786-2003) ⧉ `New`

Full-text, pdf easily searchable archive of the Pittsburgh Post-Gazette provides coverage from 1786-2006. Forthcoming later in 2017, coverage will expand to 1786-2008.

Thieme eCommunicationScience ⧉ `Trial`

PowerPoint
Gets Interactive

Get Office Mix ⤓

A free add-in for PowerPoint

Everything you need to easily create and share interactive online videos

Voice, Video &
Digital Ink

Polls &
Interactive Apps

Insights &
Analytics

Playback On Any
Device

Get Office Mix ⤓

THE ISSUE

Due to the increasing technology in our world, schools are facing an unprecedented set of challenges. Many students in elementary and secondary schools have access to smart phones, tablets, computers, and all of the internet and application access that comes along with those devices. Students at the university level have a wide-spread outlet to share opinions like none ever seen before. Students at all levels are increasingly connected with social media such as Facebook, Twitter, Instagram, Snapchat, Vine, and various others. Due to this increase in connections and the ability for students to share their opinions more widespread than ever before, elementary and secondary schools, as well as universities are facing issues regarding freedom of speech and cyberbullying daily. Due to the unprecedented nature of these issues, schools and courts are making major decisions as to how to deal these occurrences, as many of the situations occur off-campus.

Over the last 40 years, there have been four U.S. Supreme Court cases that regulate student free speech, none of which consider or address the issue of students' online speech (Larson, 2014). Those cases include:

· *Tinker v. Des Moines Independent Community School District* (1969): Ruled that student speech can be banned "only if it materially and substantially disrupted the work and discipline of the school" (Larson, 2014).

· *Bethel School District v. Fraser* (1986): Ruled that secondary school officials can "prohibit student's speech containing 'explicit sexual metaphors,' regardless of whether the speech materially

Media Literacy Newsletter

What is Media Literacy?

- Media literacy is the ability to access, analyze, evaluate and create media in a variety of forms. (participants, A.M., 1992)
- Media literacy is achieved when individuals understand the role of media in society and approach all media with an educated outlook about the internet's influence in shaping views. (Owens, 2016, p. 3)

Why is Media Literacy Important?

- Children ages 5-16 spend an average of six and a half hours a day in front of a screen. (Wakefield, 2015)
- Media literacy education requires active examination and critical thinking about the messages we send and receive. (NAMLE, 2007, p. 3)
- Media literacy education expands the concept of literacy into all forms of media. (NAMLE, 2007, p.3)

Why is Media Literacy Important for Our Class?

- The media plays a large role in advertisement of health-related products, food, and other information. (*Media Literacy Fundamental*, n.d.)
- As students and future active members of society, it is important to understand positive and negative benefits of media on lifestyle choices.

Not Everything on the Internet is True...

- Technology has made it so easy for people to get health-related information, but not all the information is accurate.

Questions to Consider to Evaluate any Source:

(*Evaluating Resources*, 2016)

1. Authority
   a. Who is the author?
   b. What is their point of view?
2. Purpose
   a. Why was the source created?
   b. Who is the intended audience?
3. Publication & format
   a. Where was it published?
   b. In what medium?
4. Relevance
   a. How is it relevant to your research?
   b. What is its scope?
5. Date of publication
   a. When was it written?
   b. Has it been updated?
6. Documentation
   a. Did they cite their sources?
   b. Who did they cite?

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Coding

Parent Communication

Device Distraction

Digital Classroom Management

Using Video

Formative Assessment

Video Library

SHARE

Empower you   and ethical decisions online.

enship

ence

Lesson 1 Practice

Making Predictions from Tables

The table show the results of a survey of Hamilton Middle School seventh graders. Use the table to find the following probabilities. (refer to examples 1 and 2 from the lesson presentation as needed)

Career Field	Students
Entertainment	17
Education	14
Medicine	11
Public service	6
Sports	2

the probability of choosing a career in public service *

Your answer

the probability of choosing a career in education *

Your answer

Check Your Understanding

Before you move onto the next lesson, answer the following questions to check your understanding of this lesson.

Name *

Your answer

Meng conducted a survey to determine the favorite flavor of ice cream in his hometown. Fifteen of the fifty people he surveyed liked strawberry best. How many of the 3,500 residents in the town would you expect to like strawberry best? *

Write and solve an equation using equivalent fractions.

○ 150

○ 560

○ 1050

○ 750

Music	Number
Pop/Rock	12
Rap/Hip-hop	7
Country	6

Rosa conducted a survey of students' favorite types of music. The results are shown in the table. Of the 550 students in the whole school, how many would you expect to prefer Pop/Rock? *

First, find the number of students surveyed.

○ 396

○ 132

○ 264

○ 154

Evaluating Students

Behavior Observation of Students in Schools

http://www.renaissance.com/products/assessment/star-360/sta

Star Early Literacy – Early lit...   Star 360 Lead Gate Demo | Co...

RENAISSANCE

Products ⌄   Solutions ⌄   Information ⌄   Support ⌄
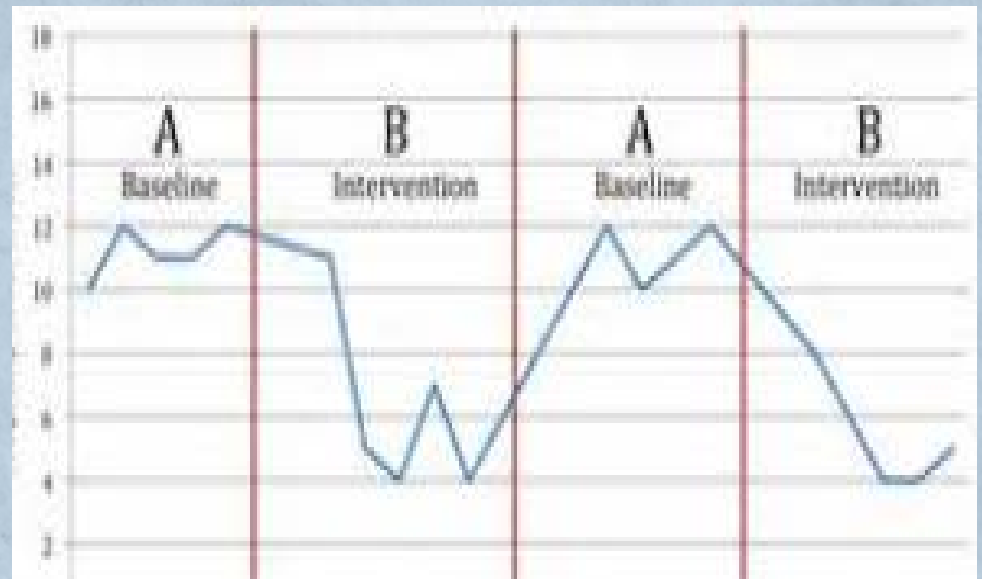
Reading: Foundational Skills

Print Concepts
- Directionality
- Letters and Words
- Word Length
- Word Borders
- Visual Discrimination / Alphabetic Principle
- Alphabetic Sequence
- Print Features

Phonological Awareness
- Rhyming and Word Families
- Blending, Counting, and Segmenting Syllables
- Blending and Segmenting
- Distinguishing between Long and Short Vowel Sounds
- Isolating Initial, Final, and Medial Phonemes
- Adding/Substituting Phonemes

Phonics and Word Recognition
- Spelling-Sound Correspondences: Consonants
- Spelling-Sound Correspondences: Vowels
- Regular and Irregular Spellings / High-Frequency Words
- Inflectional Endings / Affixes
- Syllables

Fluency
- Purpose of Reading / Reading with Comprehension

Language *

Vocabulary Acquisition and Use
- Word Relationships
- Structural Analysis
- Antonyms
- Multiple-Meaning Words
- Synonyms

Numbers and Operations *

Counting and Cardinality
- Number Naming and Number Identification
- Number Object Correspondence
- Sequence Completion

Operations and Algebraic Thinking
- Composing and Decomposing

Measurement and Data
- Measurement

Standard 2
Clinical Partnerships & Practice

2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, **including technology-based collaborations**, for clinical preparation and share responsibility for continuous improvement of candidate preparation…

Suggested Evidence – 2.1

Do you…

- use video conferencing to meet with partners
- conduct virtual field experiences
- require video recording and analysis

Source: https://www.youtube.com/watch?v=rDwE2Bytw1w

Documents to be Assessed (20)

Contextual Factors Chart   Task 2 Focus Questions and References   Task 1 Focus Questions and References   Task_3.docx 0.02M

Task 4 Focus Student Table and Narrative Focus Questions   Task 6 Focus Questions and References   Task 7 Focus Questions and References

Task_5.docx 0.02M

MOV003a.mp4 78.04M

Assessment.docx 0.02M

September21.docx 0.02M

September22.docx 0.02M

September23.docx 0.02M

Standard 2
Clinical Partnerships & Practice

2.2 …In collaboration with their partners, providers use multiple indicators and **appropriate technology-based applications** to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

Source: https://www.youtube.com/watch?v=rDwE2Bytw1w

Suggested Evidence – 2.2

Do your clinical educators…

- use video analysis to provide candidate feedback
- participate in webinars for professional development
- submit web-based evaluations of candidates
- access materials that you provide online
- use email for communication and feedback
- access or submit information to a database

Source: https://www.youtube.com/watch?v=rDwE2Bytw1w

Subject(s): Science
Grade(s): 9th, 10th, 11th, 12th

	Distinguished (4.000 pts)	Accomplished (3.000 pts)	Emerging (2.000 pts)	Unsatisfactory (1.000 pts)	N/A
1.1 Content Knowledge 1/3 (33%) INTASC-2013.8, INTASC-2013.4	The teacher candidate • demonstrates expert, specialized content knowledge • collaborates with teachers from other grades and subjects to extend and connect student learning to other content areas	The teacher candidate • demonstrates extensive content knowledge • connects student learning to other content areas	The teacher candidate • demonstrates content knowledge • attempts to connect student learning to other content areas	The teacher candidate • lacks sufficient content knowledge • lacks the connection of student learning to other content areas	
Comments:					
1.2 Standards Driven Instruction 1/3 (33%) INTASC-2013.7	The teacher candidate • collaborates with others including students, to design instruction and assessment aligned to the state approved curricula • collaborates with students to design sequential learning activates that provide for varied student abilities and interests • collaborates with others, including students, to design learning activities that promote student collaboration, critical thinking and problem solving	The teacher candidate • designs written instructional plans that align instruction and assessment to the state-approved curricula • designs sequential learning activities that provide for varied student abilities and interests • designs activities that promote student collaboration, critical thinking, and problem solving	The teacher candidate • designs written instructional plans aligned to the state-approved curricula • designs sequential learning activities at appropriate developmental levels • designs activities that promote student collaboration	The teacher candidate • lacks written instructional plans • lacks designing instructional plans and/or units that are driven by state-approved curricula • lacks designing sequential learning activities at appropriate developmental levels • lacks designing activities that promote student collaboration	
Comments:					
1.3 Assessment Approach 1/3 (33%) INTASC-2013.6	The teacher candidate • collaborates with students to design and uses a variety of assessments, including peer and student self-reflections, to monitor student progress and set learning goals • collaborates with students and others to clearly define and communicate assessment criteria • shares assessment data and provides timely feedback to students and other stakeholders	The teacher candidate • designs and uses formative and summative assessments to monitor student progress and set learning goals • clearly defines and communicates assessment criteria • shares assessment data and provides timely feedback to students	The teacher candidate • designs and uses formative and summative assessments • communicates assessment criteria • shares assessment data with students	The teacher candidate • lacks the use of formative and summative assessments • lacks communicating assessment criteria • lacks sharing assessment data and/or providing feedback to students	
Comments:					
				7.000 pts	58.33 %

Handbooks, Forms, & Links

Students	Supervisors	Cooperating Teachers
2016-2017 Clinical Handbook	2016-2017 University Supervisor Handbook	2016-2017 Cooperating Teacher Handbook
Responsibility Profile	Supervisor Visit Log	Tips for Hosting Students for Teachers
Teacher Candidate Contract	University Supervisor Expectations, Level III	Cooperating Teacher Guidelines, Level III
Professional Code of Conduct		
West Virginia Department of Education		
CAEP Standard 2	CAEP Standard 2	CAEP Standard 2
LiveText	LiveText	LiveText

Contact Us

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2017 Student Teaching

Very Important Dates

University Supervisor Expectations

Level III Supervision

University supervisors serve a vital role as liaison, resource and support for the teacher candidate, university and cooperating school during clinical placements. Supervisors are expected to:

COMMUNICATE

- Supervisors will communicate either in-person or through electronic means with both the teacher candidate and cooperating teacher weekly.
- Supervisors will communicate any concerns with a teacher candidate to the clinical office in a timely manner so that these concerns may be dealt with appropriately.

DOCUMENT

- Supervisors will document progress and concerns throughout the placement. If needed, this documentation will be used to write a plan of improvement for the teacher candidate.

OBSERVE

- Supervisors will complete at least 2 formal observations during each placement. These observations should be at least 45 minutes long. Supervisors will then provide written feedback to the teacher candidate and hold a conference following an observation to discuss strengths and weaknesses.

EVALUATE

- At the midpoint of the placement, the supervisor, along with the cooperating teacher, will complete a midterm evaluation of the teacher candidate, and will discuss any concerns or areas of improvement with the teacher candidate. At the completion of the placement, the supervisor will complete a formal evaluation of the teacher candidate.

SUPPORT

- Level III supervisors will provide seminars to teacher candidates, focusing on a number of topics to assist in preparing the teacher candidate for their own classroom.

TPA Seminar 1/18/17

TPA Seminar 1/18/17

Level-II Orientation

Level-II Orientation
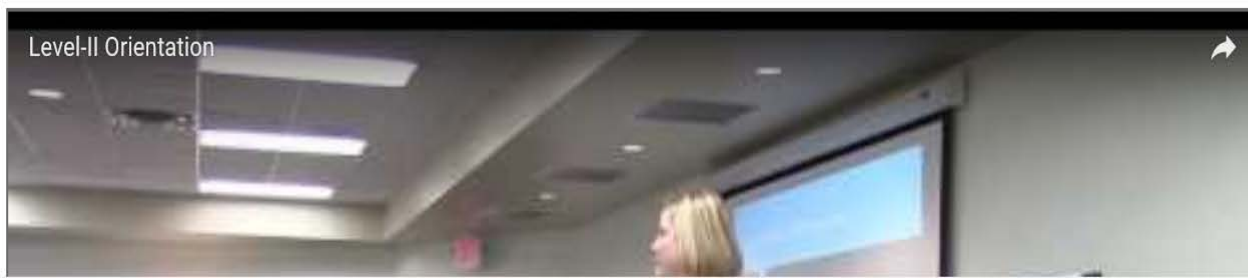
Standard 2
Clinical Partnerships & Practice

2.3 …Clinical experiences, **including technology-enhanced learning opportunities**, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions...

Source: https://www.youtube.com/watch?v=rDwE2Bytw1w

Suggested Evidence – 2.3

Do your candidates participate in…

- virtual field experiences
- video recording and analysis

Are your candidates prepared to use…

- response systems
- interactive whiteboards

Source: https://www.youtube.com/watch?v=rDwE2Bytw1w
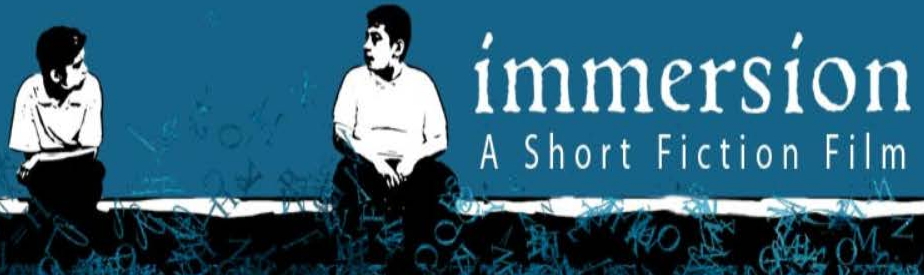
immersion
A Short Fiction Film

Immersion

Yes - yes, it's important.

Ten-year-old Moises has just immigrated to California from Mexico. He doesn't speak English, but he's good at math, so he hopes to do well on his first math test in the USA.

Using untrained child actors from public schools in the San Francisco Bay Area, "Immersion" plunges its audience into the visceral experience of a child who cannot understand his teacher. The film puts a human face on the debate about the education of English Language Learners.

* * * * * * * * * * * * * * * * * *

FREE Webi...

Presented b...
School Libr...

STEAM, with...
Emphasis o...

Tuesday, N...

Shannon McClintock Miller
Teacher/Librarian, Consultant

Panelist
Tim Needles
Art and Film Teacher,
Smithtown High School, NY

Panelist
Krystal Persaud
Director of Product Design, littleBits

Moderator
Kathy Ishizuka
Executive Editor, School Library Journal

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Upcoming Free Webinars

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How and Why Educators Are Using Them
Monday, Mar. 6 at 4 p.m. Eastern Time
REGISTER HERE
Presented by Bob Hill, Education Manager at Ergotron
Visit Amazing Resources for Educators

Assessing to Inform Teaching and Learning:
A Guide for Leaders
Tuesday, Mar. 7 at 3 p.m. Eastern Time
REGISTER HERE
Presented by Francis (Skip) Fennell, L. Stanley Bowlsbey Professor of Education and Graduate and Professional Studies Emeritus, McDaniel College
Visit Blended Learning

Leading Instructional Change: One District's Journey to Implementing Personalized Learning
Tuesday, Mar. 7 at 4 p.m. Eastern Time
REGISTER HERE
Presented by Jill Thompson, Director of Personalized Learning, Charlotte-Mecklenburg Schools, NC
Visit Personalized Learning for All

Why Audiobooks Don't Work and ALL of the Reasons They Do
Wednesday, Mar. 8 at 3 p.m. Eastern Time
REGISTER HERE
Presented by Terrie Noland, Learning Ally National Director, Educator Engagement
Visit Empowering Struggling Readers

ITL 501 Modules 6-7 Part 2: Evidence of Lesson
By: Melissa Foster

Here are all of my links that are all hyperlinked in the lesson plan. I have them all uploaded to YouTube as unlisted.

ITL 501 Part 2 Video Evidence Lesson Taught (4:12)

https://youtu.be/L2MaOghin2s

Here I am reading the story Izzie Lizzie Alligator: A Tale of a Big Lizard before the Learning Activity #4 in the Lesson Plan. This video shows part of the read aloud I did in Mrs. Brusky's 1st grade class, student engagement with recall/retell of previous activities and encouraging the students to see how the previous activities brought us to this story and final experiment. I chose this story because I had the privilege of meeting both the author and illustrator when I was in college and have been talking with the author about coming to school to read one of her stories as part of our STREAM program this year. In this particular story there is an oil spill, but this time instead of just seeing how it affects the water the students will now have animals/characters to show another side of the dangers of oil spills like reproduction, food and habitats.

ITL 501 Part 2 Video Evidence Build A Ship Activity#1 (0:18)

https://youtu.be/RkNGIAijpvU

This was their 2nd time testing their boat; the first one was not successful. These sweet girls cried when their first boat sank and took in water. They struggled with this activity because they didn't have a model to follow and didn't have a step by step style of directions to complete. This activity was interesting because Rachel and I saw some students who normally have success with most of their work struggle with this open ended creation.

ITL 501 Part 2 Video Evidence Build A Ship (two cups) Activity #1 (0:15)

https://youtu.be/-JeUdXIxfOM

Here a parent volunteer is helping the students to test their boats in the water. This group tested the limit and chose to add 2 cups to their boat to hold oil instead of just 1. It was successful, but even though their boat floated they had to go back to make some adjustments because the boat touched the side of the pan.

ITL 501 Part 2 Video Evidence Oil Spill Cleanup Activity #3 (0:31)

https://youtu.be/BqDa9fb5s6E

In this video TS are working with materials to help with an Oil Spill Clean Up. This was a great video to capture because the students were able to see the Dawn Detergent working in the water, but you'll hear one of the little boys say it's making the oil like chocolate chips! This was a great comparison because it actually does clump the oil together!

Team 2 Videos

Enabled: Adaptive Release

Team 4 Videos

Enabled: Adaptive Release

PSY 619 Videos

[Search field]   Search   List All   40 Results

Pages: 1 2 3 4   Sort by: Most Recent | Title

Fooce Video 3
12/16/2016

Dropbox: PSY 619 Counseling Videos

Mullins Matthew Video 3b
12/06/2016
The second part, though there's a bit of a gap in between.

Dropbox: PSY 619 Counseling Videos

Mullins Matthew Video 3a
12/06/2016
First part got cut off (technology issues!), and then the video got split toward the end, too.

Dropbox: PSY 619 Counseling Videos

Nutter, Felisha Video
12/12/2016

Dropbox: PSY 619 Counseling Videos

Q-Interactive:
Access to multiple assessments

Including the Wechsler Family

WISC-V

WAIS-IV

WPPSI-IV
Summer 2016

Getting Started: Technology Requirements

http://www.helloq.com/overview/technical-requirements.html

	Practitioner Device			Client Device		
	Not Supported	Supported*	Recommended	Not Supported	Supported*	Recommended
iPad	✓			✓		
iPad 2		✓			✓	
iPad 3		✓			✓	
iPad 4		✓			✓	
iPad Air			✓			✓
iPad Air 2			✓			✓
iPad Mini		✓		✓**		
iPad Mini 2			✓	✓**		
iPad Mini 3			✓	✓**		
iPad Mini 4			✓	✓**		
iPad Pro			✓	✓**		

Getting Started: Technology Requirements
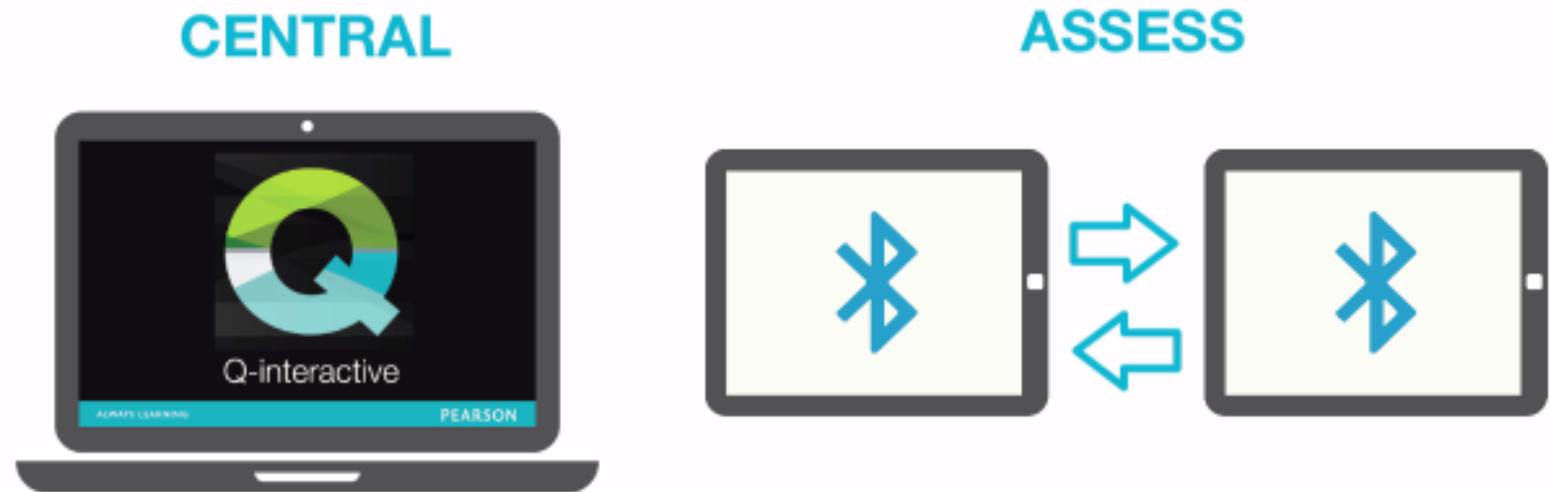
Getting Started: Technology Requirements

- Two iPads

- One Stylus

- Install Q-Interactive Assess App on IPads
  - Follow USER GUIDE instructions (Chapter 1) to prepare IPad

- Activate Bluetooth so the two IPads can communicate

- Tutorials available at *Support Tab* online

Q-Interactive Central at qiactive.com

- Computer with internet access
- Create and manage clients
- Select assessments
- Review scores
- Print and export scores and notes
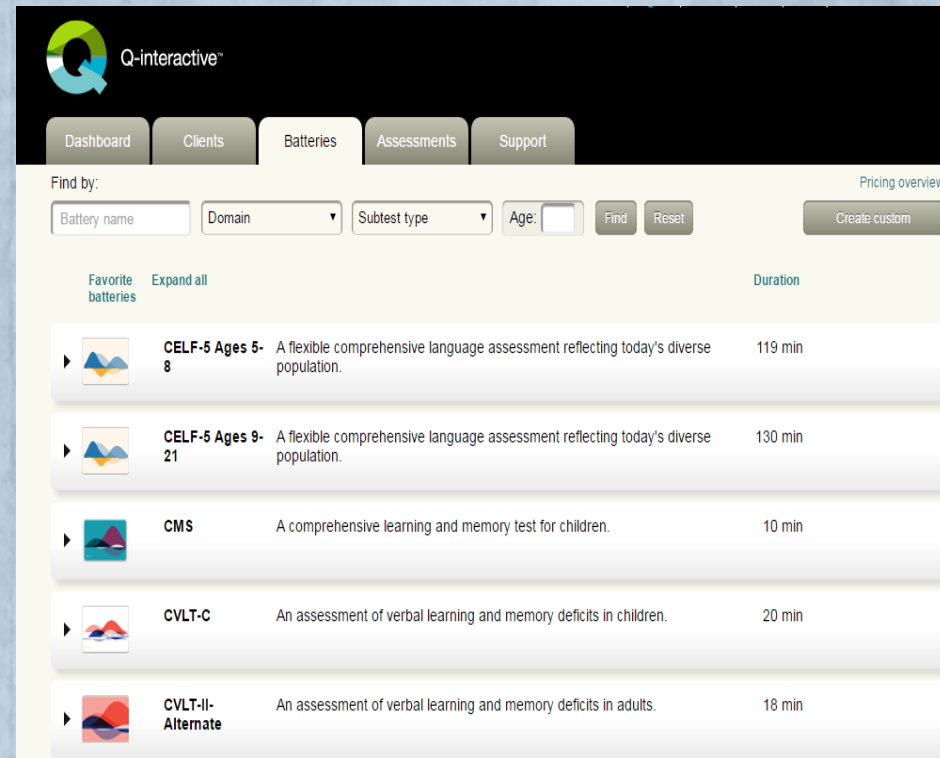
FEATURES

AUTOMATED CEILING AND BASAL RULES
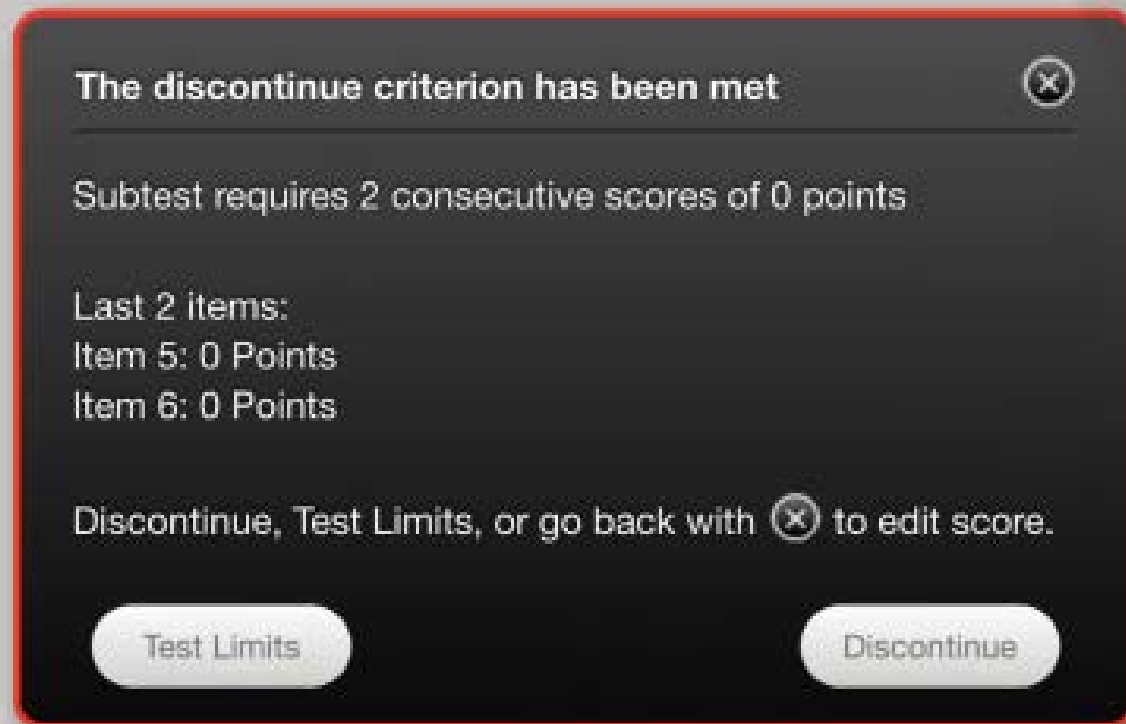
FEATURES

- Some subtests require stimulus materials (i.e., Block Design and Cancelation)

- Coding and Symbol Search
  - Examiner preference

Block Design
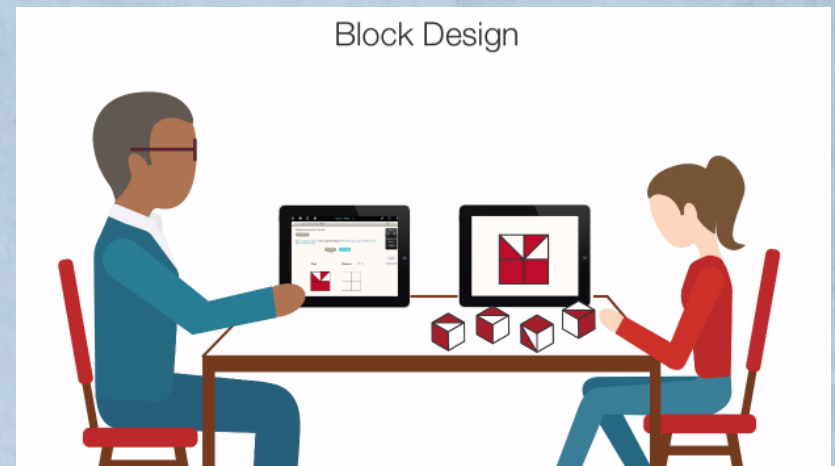
FEATURES

VERBAL SUBTESTS

- Click on common responses
- Record written responses
- Audio record responses verbatim

Auto Score Features for Other subtests
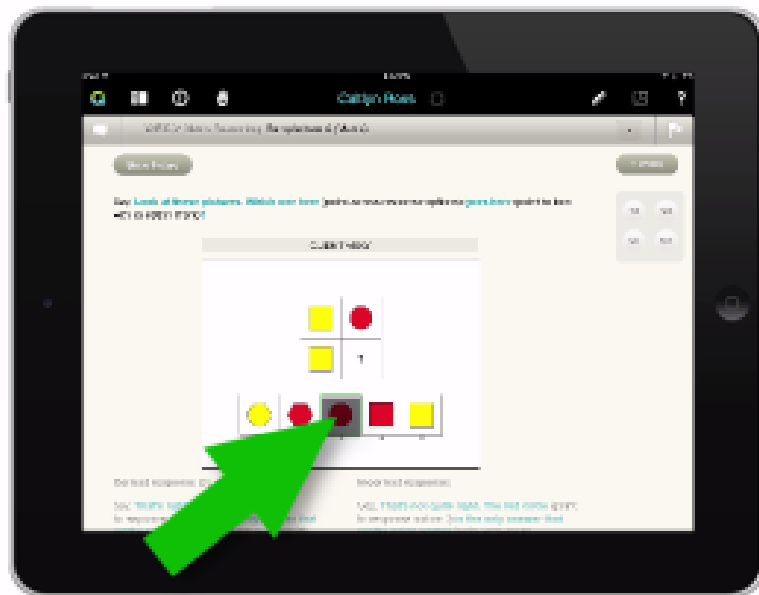
Practitioner iPad
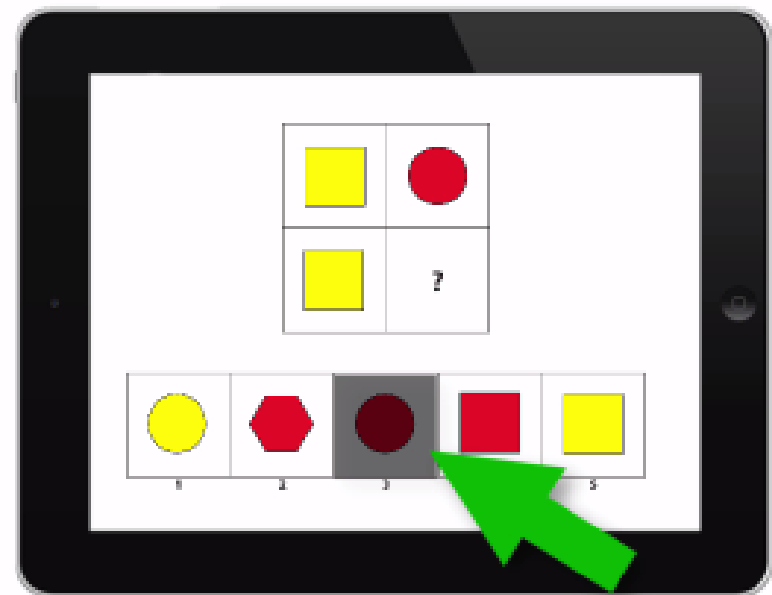
Client iPad

FEATURES

CAPACITY TO EDIT BATTERY WHILE TESTING TO ADJUST TO STUDENT NEEDS AND ABILITIES
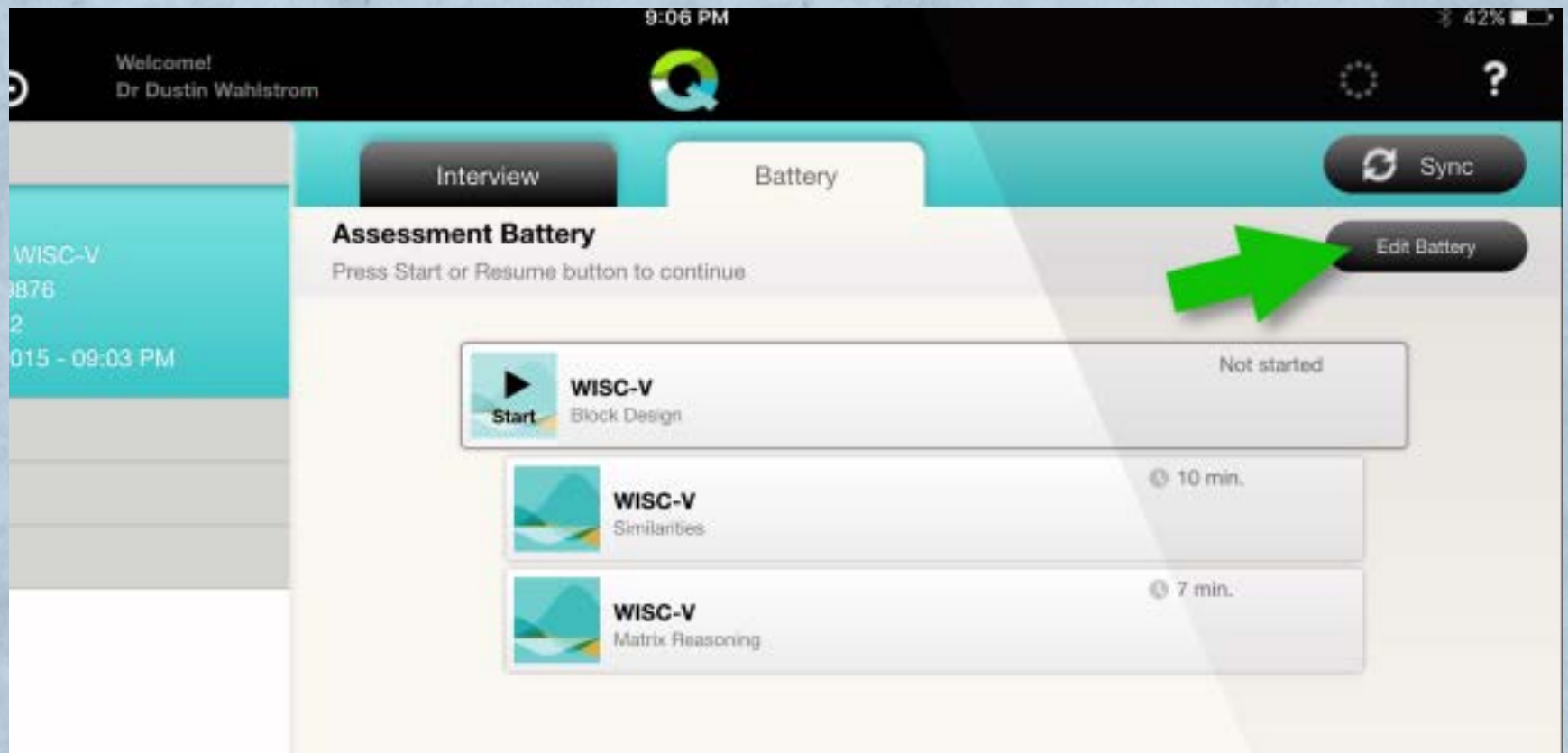
FEATURES

Enhanced online support

- User guides

- Extensive tutorials

VIDEO CLIP

https://www.youtube.com/watch?v=rkio3ndWEjo
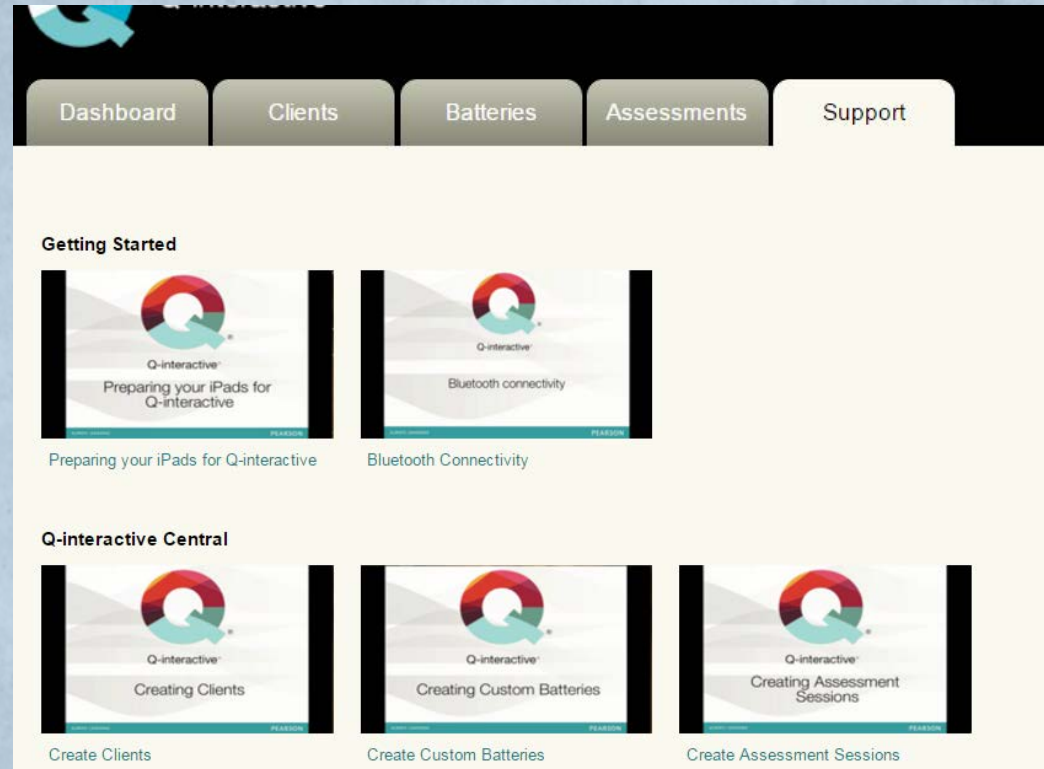
Implementing Evidence-Based Practices

Standard 3
Candidate Quality, Recruitment, & Selectivity

3.4 …Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and **the integration of technology** in **all** of these **domains**.

Evidence likely overlaps Standard 1.5.

Commission Report - Other

- connect content knowledge with students' interests
- connect students with experts, mentors and peers to deepen learning
- blend online networks/tools with in-classroom and out-of-school learning
- address differing student needs
- teach and assess using simulations, gaming, computer adaptations, and rapid scoring capabilities

Source: http://caepnet.org/~/media/Files/caep/standards/commrpt.pdf?la=en

Standard 3
Candidate Quality, Recruitment, & Selectivity

- Plan for Recruitment of Diverse Candidates who Meet Employment Needs
- Candidates Demonstrate Academic Achievement
- Additional Selectivity Factors
- **Selectivity During Preparation**
- Selection at Completion

Literacy Education Programs

Marshall's literacy education programs prepare educators to address the reading, writing, speaking, listening and viewing needs in all content areas for students PreK-12.

Certificates and Degree Programs include:

Certificate in Literacy Education

Master of Arts degree (M.A.)

Educational Specialist Degree (EdS.)

Accreditation: *The Higher Learning Commission of the North Central Association of Colleges and Schools accredits Marshall University as an institution of higher learning.*

For more information contact:
Dr. Barbara O'Byrne, Program Director
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www.marshall.edu/coepd

Counseling Programs

Marshall's counseling programs prepare aspiring counselors to serve their schools and communities as ethical, competent and culturally sensitive practitioners.

Master's Counseling programs include:

Master of Arts in Clinical Mental Health Counseling (M.A.)

Master of Arts in School Counseling (M.A.)

Violence, Loss and Trauma Counseling (Certificate)

Accreditation: *The Higher Learning Commission of the North Central Association of Colleges and Schools accredits Marshall University as an institution of higher learning. The National Council accredits the College of Education and Professional Development and the School Counseling Emphasis area for Accreditation of Teacher Education (NCATE) and the West Virginia State Department of Education. The Counseling Program is currently in the self-study process of applying for accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).*

For more information contact:
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Standard 4

Program Impact

- Impact on P-12 Student Learning and Development
- Indicators of Teaching Effectiveness
- Satisfaction of Employers
- Satisfaction of Completers

Impact on P-12 Students

- Teacher Candidate Work Sample

Instructional Action Plan

Day	Instructional Strategy	Assessment	Reflective Action Plan
1	Pre-test	Kahoot	Results were used to design strategies to ensure students mastered intended material.
2	Cornell Notes	Teacher Observation	Students varied greatly in ability to take good notes. They will need more guided instruction with this strategy throughout the unit.
3	Graphic Organizer	Check for accuracy	Most students struggled to complete the organizer without looking up instruments. I will reteach and reinforce tomorrow.
4	Foldable	Rubric	Students took notes during presentation and used those to fill in parts of foldable. Most still needed guidance in filling in parts. Will reteach.
5	Foldable	Rubric	Multi-day assignment enabled me to reteach concepts this day while children continued to work on foldable book. Moving on to higher order thinking as students determine what information is important to include in their foldables.

Pre-test

Pre- and Post-test Data

Post Test Student Performance

- Pre-test Score out of 15
- Post-test Score out of 15

Student	Pre-test	Post-test
Student A	10	12
Student Cal	5	11
Student Cam	7	6
Student D	2	10
Student Ko	7	7
Student Ky	6	12

Individual Student Comparisons
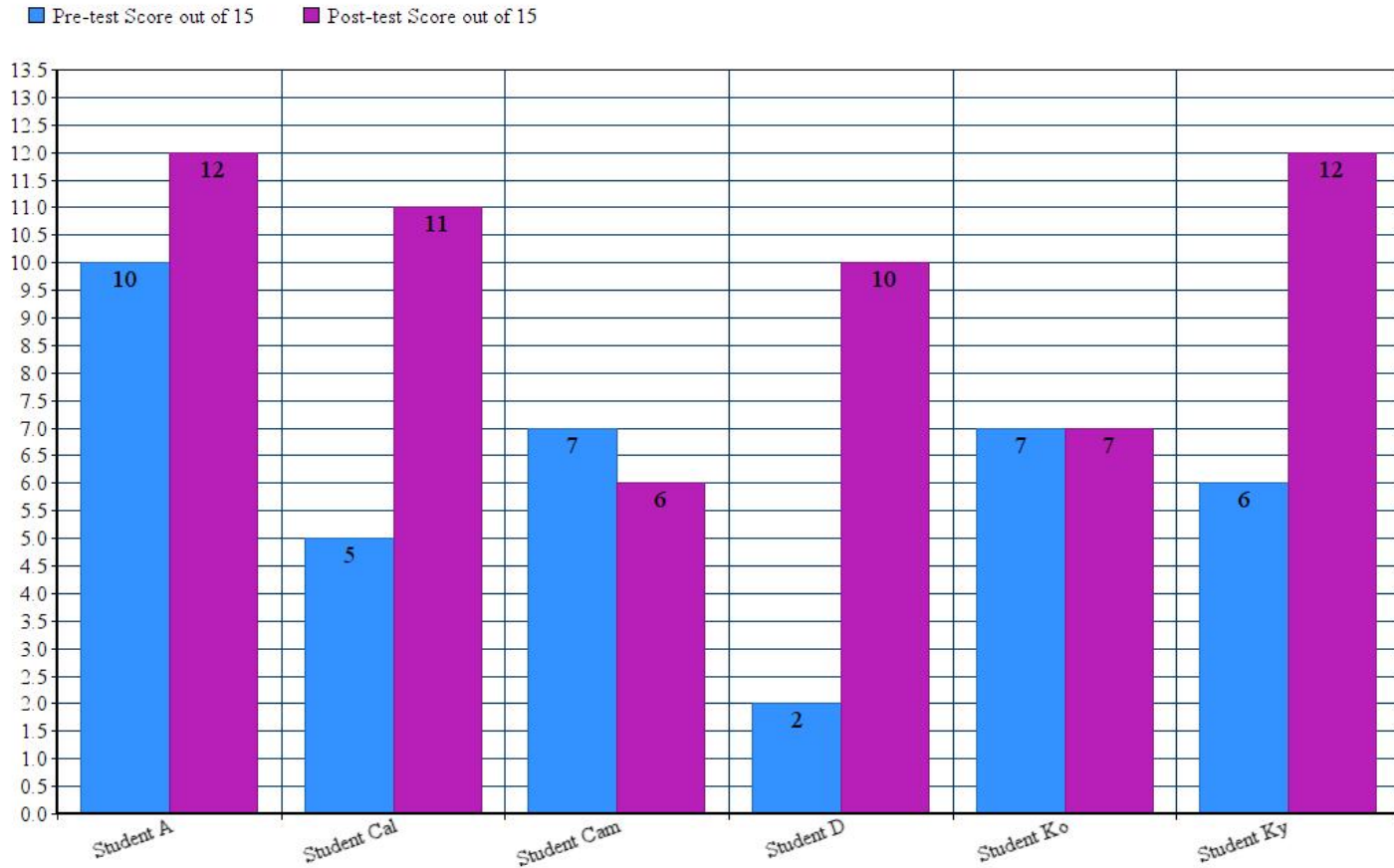
Individual Student Comparison
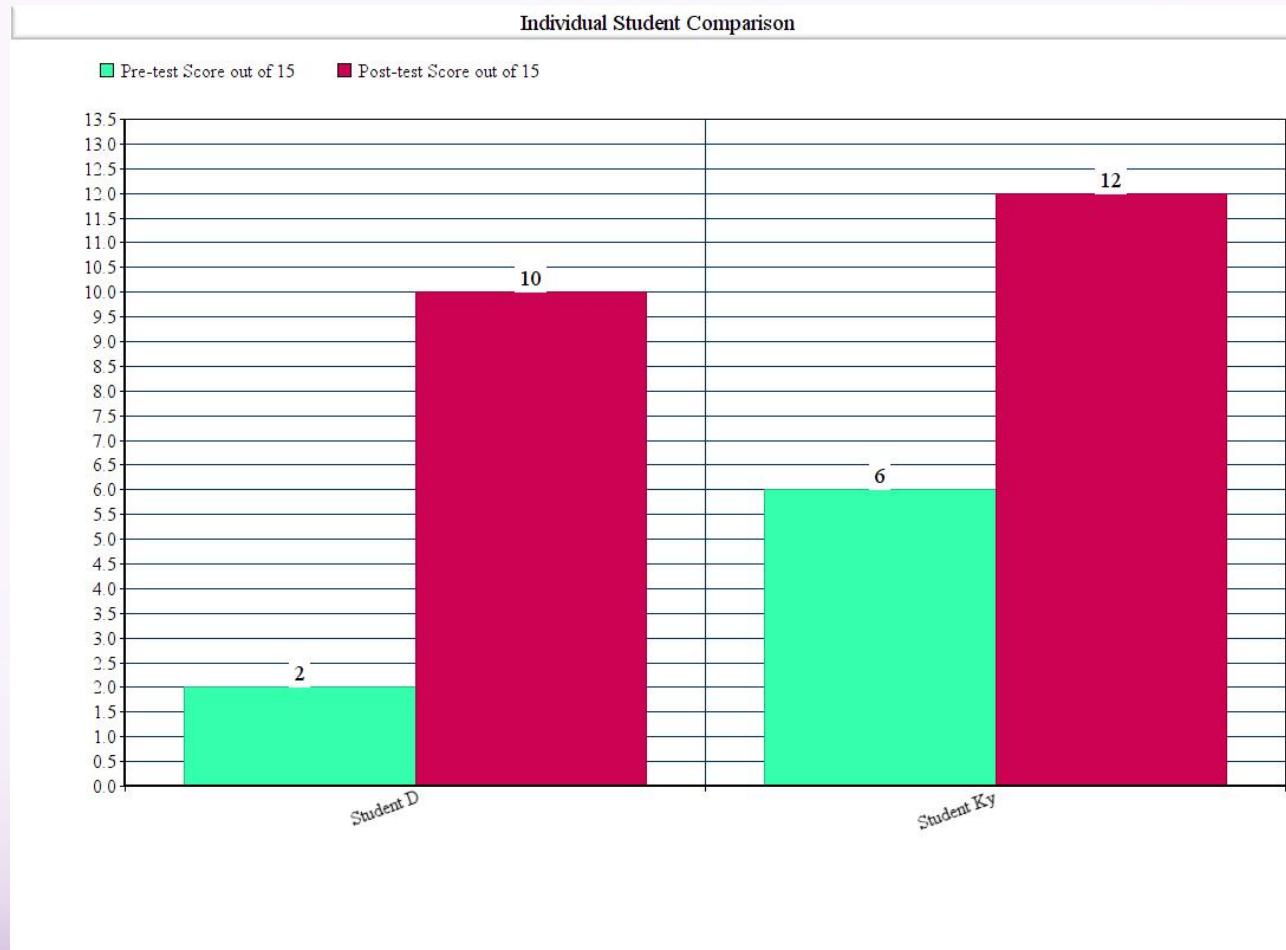
Student D went from 13% to 67%. Student Ky went from 40% to 80%.

Goals

- Did I meet my personal and professional goals?
  - I think I succeeded in implementing a Love and Logic classroom. I believe firmly that children do best when we treat them with empathy and mutual respect, providing choices within limits.
  - Organizational efforts were successful, largely due to the use of Engrade. Other applications might be equally helpful, but this was the choice of the county, and was a wonderful tool. I rarely got behind in grading or book keeping.
  - Technology goals were hampered by lack of access to equipment from the county. However, I think I had better success in general music than chorus. Some things to explore in the future in regard to choral technology lessons are theory practice online, use of iPads for music storage to save paper and money on photo copying, use of iPads to record voice checks, and composing online.

Student Learning

- Student learning was most negatively impacted by absenteeism, whether excused or unexcused.

- Also of concern was general apathy toward learning and lack of intrinsic motivation.

- Over-planning prompted me to attempt to take on too much in too little time. I would have been better served to spend more time trying to reach higher order thinking with less material than spending time surveying historical periods.

	1	2	3	4	N/O
Program Graduates understand and develop, and supervise the instructional and leadership capacity of school staff, and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.	O	O	O	O	O

I would like your assessment of your employee in the area of Management of the school organization, operation, and resources specifically in the following areas:

	1	2	3	4	N/O
Program Graduates understand and can monitor and evaluate school management and operational systems.	O	O	O	O	O

	1	2	3	4	N/O
Program Graduates understand and can efficiently use human, fiscal, and technological resources to manage school operations.	O	O	O	O	O

	1	2	3	4	N/O
Program Graduates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.	O	O	O	O	O

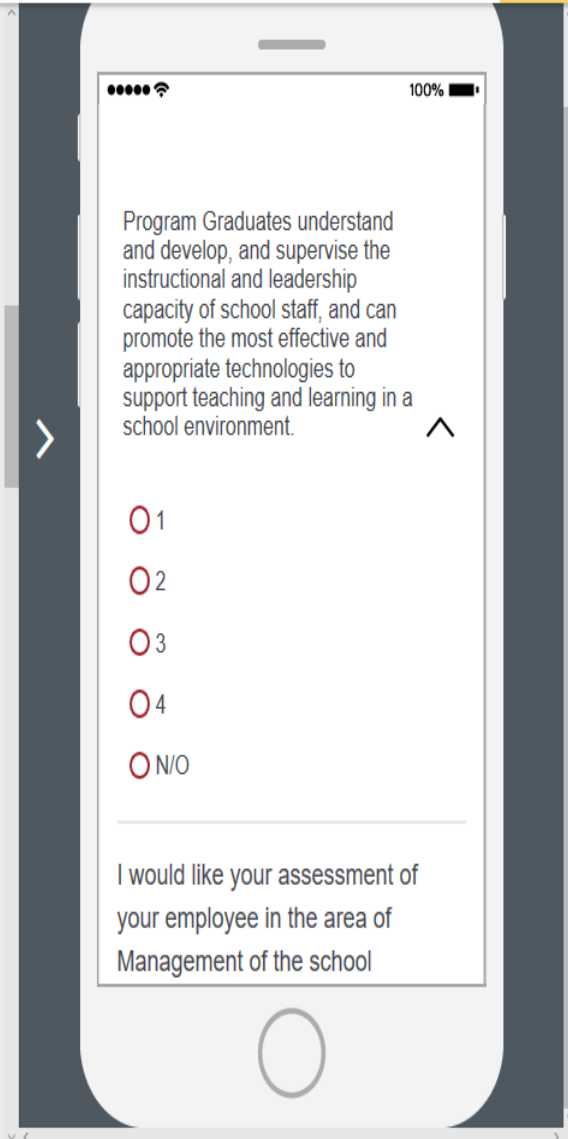|	1	2	3	4	N/O
Program Graduates understand and can ensure teacher and organizational time focuses on supporting high-quality school	O	O	O	O	O

Program Graduates understand and develop, and supervise the instructional and leadership capacity of school staff, and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

O 1

O 2

O 3

O 4

O N/O

I would like your assessment of your employee in the area of Management of the school

Course/Term: CI 471 - 101 : Level II Clinical Exp (Fall 2016)

Comments:

Site: Meadows Elementary, 1601 Washington Blvd., Huntington WV 25701

Subject(s): Elementary

Grade(s): K, 1st, 2nd, 3rd, 4th

	Distinguished (4.000 pts)	Accomplished (3.000 pts)	Emerging (2.000 pts)	Unsatisfactory (1.000 pts)	N/A
1.1 Content Knowledge 1/3 (33%)	The teacher candidate • demonstrates expert, specialized content knowledge • collaborates with teachers from other grades and subjects to extend and connect student learning to other content areas	The teacher candidate • demonstrates extensive content knowledge • connects student learning to other content areas	The teacher candidate • demonstrates content knowledge • attempts to connect student learning to other content areas	The teacher candidate • lacks sufficient content knowledge • lacks the connection of student learning to other content areas	
Comments:					
1.2 Standards Driven Instruction 1/3 (33%)	The teacher candidate • collaborates with others including students, to design instruction and assessment aligned to the state approved curricula • collaborates with students to design sequential learning activates that provide for varied student abilities and interests • collaborates with others, including students, to design learning activities that promote student collaboration, critical thinking and problem solving	The teacher candidate • designs written instructional plans that align instruction and assessment to the state-approved curricula • designs sequential learning activities that provide for varied student abilities and interests • designs activities that promote student collaboration, critical thinking, and problem solving	The teacher candidate • designs written instructional plans aligned to the state-approved curricula • designs sequential learning activities at appropriate developmental levels • designs activities that promote student collaboration	The teacher candidate • lacks written instructional plans • lacks designing instructional plans and/or units that are driven by state-approved curricula • lacks designing sequential learning activities at appropriate developmental levels • lacks designing activities that promote student collaboration	
Comments:					
1.3 Assessment Approach 1/3 (33%)	The teacher candidate • collaborates with students to design and uses a variety of assessments, including peer and student self-reflections, to monitor student progress and set learning goals • collaborates with students and others to clearly define and communicate assessment criteria • shares assessment data and provides timely feedback to students and other stakeholders	The teacher candidate • designs and uses formative and summative assessments to monitor student progress and set learning goals • clearly defines and communicates assessment criteria • shares assessment data and provides timely feedback to students	The teacher candidate • designs and uses formative and summative assessments • communicates assessment criteria • shares assessment data with students	The teacher candidate • lacks the use of formative and summative assessments • lacks communicating assessment criteria • lacks sharing assessment data and/or providing feedback to students	
Comments:					
					7.000 pts	58.33 %

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Standard 5

Provider Quality, Continuous Improvement, and Capacity

- Quality and Strategic Evaluation
- Continuous Improvement

West Virginia Educator Evaluation

Plans to Support Continuous Improvement:

Corrective Action Plan*

Educator: Colby Carr	Evaluator: Jared Sams
School: Davidson High School	County: Highland County
Grade/Content: 12th Grade Science/Chemistry	Focused Support Plan Dates:
Begin Date: September 1st, 2015	End Date: January 5th, 2016

Area(s) of concern and evidence: STANDARD 1: CURRICULUM AND PLANNING, STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT, STANDARD 3: TEACHING
Planning and development of age appropriate rigorous lessons is not evident. Lessons have not been adapted to cover new standards. Lesson Plans are not age appropriate. Objectives, Expectations, and Assessments do not match content. There is no evidence of differentiated instruction or various forms of assessments. Students only receive grades from worksheets.

Expectations and Goals for Corrective Action Plan :

Goals:

The instructor will be implement the following in his planning and instruction:

Integrate knowledge of the grade appropriate standards and content-related instruction in planning and teaching.

Plan and implement learning activities designed to engage students and advance them through the content.

Monitor student learning by planning a variety of ongoing assessments carefully and in advance to monitor student achievement and learning.

Provide feedback to students that is timely, constructive, meaningful, and that provides them with the guidance that they need to improve their performance.

Excel Quiz
2/11/2015 - 3/30/2015

Courses

Course	Instructors	Enrollment	Responses	Percent
CIEC-534-231-Spring2015 (2619.201502)	Snyder, Marjorie; Kaplan, Paula	13	14	108
CIEC-534-232-Spring2015 (2620.201502)	Davis, Elbert; Kaplan, Paula	13	13	100

Summary Statistics

Description	Value
Scored responses	27
Scorable Questions	4
Possible item scores	108
Actual item scores	108
Highest score	4
Lowest score	1
Mean score	2.84
Median score	3
Std Dev	0.913
KR(20) / Cronbach Alpha	0.226

Item Analysis

No.	Title	Question	p-Value	Point Biserial	Cronbach Del	DI (27)
1	Terms	Complete each statement by selecting the most appropriate matching term.	0.7	-0.18	0.732	-0.14
2	Formula	Take a look at the Ratio Converter spreadsheet shown below. Write a cell referenced formula for Cell D7 that will calculate the decimal value of the ratio "3 out of 4." To receive credit for this item, your response must be typed exactly as it would be in a working spreadsheet. [Blank1]	0.52	0.13	0.139	1

Module 5 - Weebly Hotlist Rubric
3/11/2015 - 4/28/2015

Assignment	Course	Instructors	Enrollment	Responses	Percent
Weebly Hotlist Discussion	CIEC-534-231-Spring2015 (2619.201502)	Snyder, Marjorie; Kaplan, Paula	17	13	76
Weebly Hotlist Discussion	CIEC-534-232-Spring2015 (2620.201502)	Davis, Elbert; Kaplan, Paula	19	13	68

Summary Statistics

Scored responses	26	Actual item scores	260	Mean score	9.09
Rows	10	Highest score	10	Median score	9.5
Possible item scores	260	Lowest score	6	Std Dev	1.06

No.	Row	Average	Levels of Achievement
1	Description & URL	0.93	0 (0%) Unacceptable
			0 (0%) Needs Improvements
			3 (11.5%) Fair
			1 (3.8%) Good
			22 (84.6%) Excellent
2	Instructional Resources	0.98	0 (0%) Unacceptable
			0 (0%) Needs Improvements
			1 (3.8%) Fair
			0 (0%) Good
			25 (96.2%) Excellent
3	Theme/Graphics	0.99	0 (0%) Unacceptable
			0 (0%) Needs Improvements
			0 (0%) Fair
			1 (3.8%) Good
			25 (96.2%) Excellent
4	Professional Appearance	0.95	0 (0%) Unacceptable
			1 (3.8%) Needs Improvements
			1 (3.8%) Fair
			0 (0%) Good
			24 (92.3%) Excellent
5	Categories	0.96	1 (3.8%) Unacceptable
			0 (0%) Needs Improvements
			0 (0%) Fair
			0 (0%) Good
			25 (96.2%) Excellent
6	Introduction	1	0 (0%) Unacceptable
			0 (0%) Needs Improvements
			0 (0%) Fair
			0 (0%) Good
			26 (100%) Excellent
7	10 Links/Titles/Descriptions	0.84	0 (0%) Unacceptable
			5 (19.2%) Needs Improvements

▼ CI 350 Unit Plan Rubric - August 2016

	DISTINGUISHED (4 pts)	PROFICIENT (3 pts)	BASIC (2 pts)	UNSATISFACTORY (1 pt)	N/A
BIG IDEA (1.000, 16%)	✔ The concept statement is a Big Idea or core principle at the heart of the discipline. The Big Idea is stated clearly and specifically and is framed as a generalization.	✔ The concept statement is accurately described as an important knowledge and skill.	✔ The concept statement is stated as a straightforward fact, skill, or attitude; limits instruction and assessment.	✔ The concept statement is unrelated to the unit.	✔ N/A
Comment:	Great concept!				
WV STANDARDS (1.000, 16%)	✔ Objectives reference WV Content Standards and Objectives (College & Career Readiness & Next Gen); objectives are content specific and developmentally appropriate.	✔ Objectives reference WV Content Standards and Objectives; objectives meet the goals of the lesson.	✔ Objectives reference WV Content Standards and Objectives.	✔ Objectives are written without referencing the WV Content Standards and Objectives.	✔ N/A
NATIONAL STANDARDS (1.000, 16%)	✔ Objectives reference national content standards; objectives are content specific and developmentally appropriate.	✔ Objectives reference national content standards; objectives meet the goals of the lesson.	✔ Objectives reference national content standards.	✔ Objectives are written without referencing the national content standards.	✔ N/A
LEARNING OBJECTIVE(S) (1.000, 16%)	✔ Varied and appropriate learning objective(s) (affective, cognitive, psychomotor) based on detailed knowledge of student needs and the	✔ Appropriate learning objective(s) are based on knowledge of student needs and connected to standards.	✔ Written objective(s) are related to instruction and student needs.	✔ Objective(s) are written as activities.	✔ N/A

1 / 1

Term
-- Select --
Spring 2015
Fall 2015
Spring 2016
Fall 2016

Course Section
-- Select --
All Course-Sections
CI 405-101
CI 405-103
CI 450-102

Internships
-- Select --
All Internships
Fall 2016 Elementary Education 2nd placement
Fall 2016 Level III Student Teaching (Elementary First Placement)

Assessment Document
WVPTS Level III Evaluation - Fall 2016

Subject
-- Select --
All Subjects
Math
Art
Science

Grade
-- Select --
All Grades
K
1st
2nd

Intern/Student
-- Select --
All Students
Blatt, Kacey
Britton, MacKenzie
Casper, Erin

Assessor/Mentor
No Mentors
All Mentors
Armstrong, Shelly
Bailey, Jennifer
Blake, Patricia

Assessor/Intern
No Interns
All Interns

Assessor/Supervisor
No Supervisors
All Supervisors
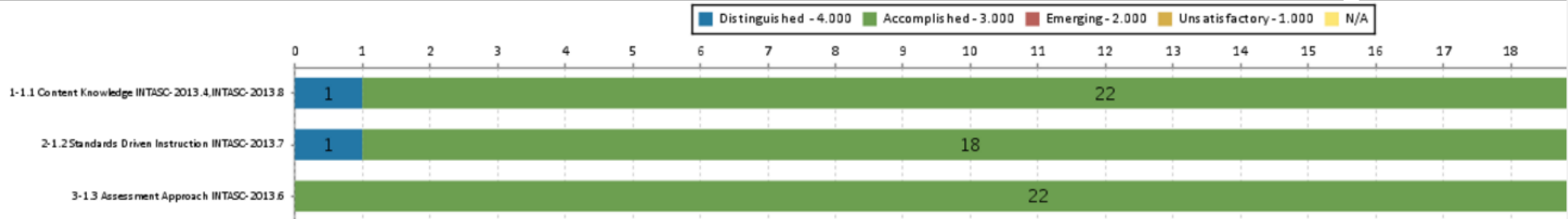Barnes, Maribea
Johnson, Michael
Ledbetter, Dinah

Sections to Display
Display All
Aggregate Student Performance
Individual Student Performance
Inter-Rater Summary

Export To
On Screen View

View Report   ☐ Auto-Submit

Rubric : Standard 1: Curriculum and Planning (Aggregate Student Performance)

	Distinguished	Accomplished	Emerging	Unsatisfactory	N/A	Mean
1.1 Content Knowledge	1	22	2	0	0	2.96
1.2 Standards Driven Instruction	1	18	6	0	0	2.80
1.3 Assessment Approach	0	22	3	0	0	2.88

Legend: Distinguished - 4.000 | Accomplished - 3.000 | Emerging - 2.000 | Unsatisfactory - 1.000 | N/A

1-1.1 Content Knowledge INTASC- 2013.4,INTASC- 2013.8 — 1 | 22
2-1.2 Standards Driven Instruction INTASC- 2013.7 — 1 | 18
3-1.3 Assessment Approach INTASC- 2013.6 — 22

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References

CAEP. (2016). *Cross Cutting Theme Technology*. Retrieved from
https://www.youtube.com/watch?v=rDwE2Bytw1w

CAEP Commission. (2013). *CAEP Accreditation Standards and Evidence: Aspirations for Educator Preparation*. Retrieved from
http://caepnet.org/~/media/Files/caep/standards/commrpt.pdf?la=en

Discussion Questions

- How does your SPA address technology integration and assessment?

- How do you require candidates to use technology to demonstrate what they know and are able to do?

- How are candidates assessed related to technology in clinicals?