

**Rank I Program - Middle School Option  
(Grades 5-8, 5-9)  
Program Submission  
Murray State University  
September 2001**

## I. Conceptual Framework

### I.A. College of Education

The primary **Aim** of the Murray State University teacher preparation program is to educate individuals who are **Reflective Decision-Makers**, that is, candidates who demonstrate the proficiencies delineated by the **New** and **Experienced Teacher Standards** and the indicators articulated by the learned societies of their disciplines. The following **Dispositions** arise from the theme of the reflective decision-maker and are the values, commitments, and professional ethics that Murray State University engenders in its candidates. The first four dispositions are emphasized in the initial program while the last two, in addition to the others, are more fully developed during advanced programs. The Murray State University candidate will become a teacher who is:

- a facilitator who values students' abilities to think, solve problems, communicate and collaborate with others.
- a learner-centered practitioner who values creating nurturing learning climates, respecting diverse learners' perspectives and enabling students to develop as self-sufficient individuals.
- a reflective decision-maker who values instructional designs that enhance students' self-actualizing behaviors.
- a lifelong learner who values the continuous evaluation of his/her professional performance and engages in continuous professional development.
- an action researcher who values continuous student assessment, communicates results to students and others, and uses the findings to improve the teaching/learning process.
- a leader and change agent who values collaboration with all constituencies to enhance the authentic educational experience of all learners.

The **Knowledge Base** is the foundation of our program with the research, theory, philosophy, and practice that informs faculty and guides program goals. The success of the program is determined by program **Outcomes**, **Kentucky Performance Standards** and the use of instructional technology for all certified programs, including **National Program Standards**, so that the contributions of learned societies inform MSU program goals. These, along with the **University Studies Program** goals, ensure the entire university program is guided to prepare MSU graduates for a successful, productive professional life. All of this is overarched by the **Mission** of the College of Education which unites MSU faculty as educational leaders to define activities for preparing exemplary educators and human service providers who develop learners as full participants in a global community. It is the program's mission

*To provide leadership, service, and research at regional, state and national levels and to produce exemplary teachers and other human service professionals who are prepared to make significant contributions in a global and technological society.*

For the complete version of the COE Conceptual Framework including the Knowledge Base see the COE's NCATE website at: [http://coekate.murraystate.edu/ncate/st/cf/conceptual\\_framework.htm](http://coekate.murraystate.edu/ncate/st/cf/conceptual_framework.htm).

## **I. B. Middle School Option (Grades 5-8, 5-9) - Rank I Classification**

The experiences in Rank I Program - Middle School Option are aligned with the Experienced Teacher Standards to ensure that each of the standards are carefully addressed in a variety of courses and through a variety of assignments and course experiences. The matrix that demonstrates this alignment of program and standards is found on page 5. The program also supports the theme of educator as reflective decision-maker by revisiting, extending, and expanding upon the experienced teachers' notion of this concept. Graduate faculty recognize that as teachers gain experience during their careers they are able to elaborate on their understanding of how to make the most thoughtful educational decisions for their students. Experienced teachers realize that a wide variety of considerations come to play in making instructional decisions, including foremost, the instructional needs of the learner, state and national standards, content considerations, community values, and the teacher's own professional strengths, values and beliefs. Graduate faculty in the Unit facilitate graduate students' understanding of this decision-making process by providing course experiences that combine theory into practice through the use of action research techniques.

A wide range of theoretical systems, educational philosophies and bodies of educational research are addressed in the graduate program. Constructivist learning theories are emphasized but a variety of counter-theories are presented so that students understand the history of educational theory development as well as the range of diverse educational perspectives to which educators in the United States ascribe. Correlation between the teacher's classroom and course content is emphasized so that teachers continue to make connections between the experiences of the classroom and the theories of learning and child development that were introduced during undergraduate programs. In summary, the graduate program provides opportunities for teachers who began their undergraduate work with learner centered, experiential, reflective education theories to continue their growth and development as reflective decision-makers. The graduate program allows teachers to see with new eyes their own classroom practices and provides opportunities to continuously improve their professional practices as reflective decision-makers.

## **II. Program Experiences**

Individuals who have completed a Masters Degree or Fifth Year Program may choose to complete this non-degree program designed to fulfill Rank I classification. The 30 credit hour Rank I Middle School Emphasis Program is located in Department of Adolescent, Career and Special Education and is pre-planned with a graduate advisor. The program consists of 9 hours of professional education courses, including educational psychology and middle school curriculum topics, and 9 hours of limited electives (six of which must be in professional education courses). In addition, 12 hours that support a teaching specialization may be selected to enhance current certification or to work toward new certification or to address professional needs

Each student's progress is continuously assessed throughout the program using course evaluations and established program check points. Learned Societies, such as Kentucky Middle School Association, National Middle School Association, American Education Research Association, American Psychological Association, and Association for Supervision and Curriculum Development, are

course references. All course syllabi are coded to address the KDE Experienced Teacher Standards (see table on next page).

**Middle School Option (Grades 5-8, 5-9) - Rank 1 Classification**  
**Core Courses Coded to KDE Experienced Teacher Standards, KERA Initiatives, and NCATE Themes**

Core Courses Coded to KDE Experienced Teacher Standards, KERA Initiatives, and NCATE Themes	ETS 1 Leadership	ETS 2 Content	ETS 3 Instruction	ETS 4 Climate	ETS 5 Management	ETS 6 Assessment	ETS 7 Reflection	ETS 8 Collaborates	ETS 9 Prof. Development	ETS 10 Technology	KERA Initiatives	NCATE Themes
Course												
EDU 622	x	x		x			x		x			a – c, g
EDU 623			x	x	x	x	x					
MID 640		x		x			x		x		a – c	a – g
EDP 675	x		x	x	x		x				a	a – c, e
12 Hour Teaching Specialization		x										

KERA Initiatives –

- a) Learner Goals and Academic Expectations
- b) Program of Studies, P-12
- c) Core Content for Assessment

NCATE Themes –

- a) Conceptual Framework
- b) Diversity
- c) Intellectual Vitality
- d) Technology
- e) Professional Community
- f) Evaluation
- g) Performance Assessment

<b>Middle School Option (Grades 5-8, 5-9) - Rank I Classification Program</b>
•Professional Education - Core Courses (9 hours)
EDU 622 Philosophy of Education
MID 640 Middle School Curriculum
EDP 675 Advanced Educational Psychology
•Specialization - Teaching Field (12 hours)
•Electives - (9 hours) (6 hours must be in Professional Education courses)

Course Descriptions:

EDU 622 Philosophy of Education

Explores the various philosophies of education; the meaning of education to the individual and society; the nature of thinking; educational aims and values; character education; and the interpretation and evaluation of present day issues and problems in education.

MID 640 Middle School Curriculum

A study of the educational programs designed for the middle school. Emphasis will be placed on the basic assumptions underlying modern trends.

EDP 675 Advanced Educational Psychology

The underlying rationale for creating a classroom climate conducive to learning and identifying instructional strategies based on learning theory are explored.

*See the following COE website for course syllabi:*

<http://coekate.murraystate.edu/syllabi>

KERA initiatives, such as the Learner Goals and Academic Expectations, Program of Studies, and Core Content, are emphasized in the courses above as important tools the Commonwealth of Kentucky provides teachers to guide the design and delivery of curriculum to meet Kentucky standards. Graduate faculty use these tools in a variety of courses. For example, in MID 640, Middle School Curriculum, the standards are used as a means to evaluate and revise existing classroom and school curricula and develop new classroom and school curricula.

### **III. NCATE Themes**

A narrative that describes the integration of the NCATE Themes is provided below. In addition, a matrix of the same is shown on page 5 of this submission.

#### **III. A. Conceptual Framework**

Rank I Program - Middle School Option supports the College of Education's theme of educator as reflective decision-maker by revisiting, extending, and expanding graduate teachers' notion of this concept. The program emphasizes the continued development of teachers' skills in recognizing the diverse needs of children and developing instruction to meet those diverse needs. Reflective decision-making is the process by which teachers understand the nature and setting of the educational problem, and then seek solutions to the problem from a variety of sources and in accordance with the teacher's theoretical lens or philosophical framework. The teacher then evaluates the success of the instructional solution in order to change and adapt it based on the student data and observation. This is a recursive process that the teacher recognizes as being necessary for continuous improvement of the instructional process for a specific learner and for the general improvement of instructional skills.

#### **III. B. Diversity**

Through course activities, experienced teachers study a variety of instructional techniques, theoretical methods, and examine research as a means to accommodate the range of student diversity typically found within a classroom setting. This student diversity includes linguistic, cultural, economic, gender, and ability levels, as well as exceptionalities related to physical, learning, and behavioral differences. EDP 675, Advanced Educational Psychology, examines individual differences in students, such as learning styles, family backgrounds, and cultural differences, and considers what the instructional implications are for working with these diverse populations.

#### **III. C. Intellectual Vitality**

Experienced teachers sharpen their intellectual skills and increase their intellectual vitality through course experiences that require reading, writing, discussion, research, and the creation of projects and products that demonstrate teachers' increased skills, confidence, and expertise as reflective decision-makers. The 12 hours of courses in the teacher's area of certification are taken in the departments that grant those degree programs (Mathematic Department, English Department, History Department, etc.) These advanced courses in the teacher's content area enhance and extend current content expertise by providing greater depth and increase the graduate student's specialized knowledge of the teaching field.

#### **III. D. Technology**

Students use technology throughout the program as an aid to learning, research, and for personal productivity. EDU 626, Integration of Educational Technology, is an elective course available to all students in the graduate program, and Unit advisors encourage students to take this course in

order to update their technology skills. EDU 626 is designed to use a range of traditional, interactive and emerging technology tools to enhance learning, as well as to compose and produce artifacts using technology resources.

### **III. E. Professional Community**

The schools and classrooms of the graduate students are the laboratories for the distillation of the content knowledge, theory, and research learned through course activities. Graduate course discussions challenge graduate students' current knowledge with the expression of diverse opinions based on the graduate students' and the course instructor's varied experiences, backgrounds, settings, and social, cultural, and ethnic contexts.

The professional community in the form of national professional organizations also informs discussion of the graduate program content, with professional organizations such as the Kentucky Middle School Association, National Middle School Association, American Education Research Association, and American Psychological Association, in research and theory courses, and Association for Supervision and Curriculum Development in curriculum courses. These professional organizations form one aspect of support for the increased professionalism and development of teachers as reflective decision-makers by providing additional standards, philosophies, and frameworks for making instructional decisions.

### **III. F. Evaluation**

The graduate program is formally evaluated by faculty during department and program meetings and during course meetings when faculty who teach sections of the same course confer to discuss learner progress, course activities, and course assessment procedures. Student program data are compiled and included in the Program's Continuous Assessment Plan where it is examined so that strengths and weaknesses can be identified and recommendations for program improvement made. See Continuous Assessment Plan beginning on page 12.

### **III. G. Performance Assessment**

The experiences in the courses of the Rank I Program - Middle School Emphasis are aligned with the Experienced Teacher Standards to ensure that each standard is carefully addressed in a variety of courses and through a variety of assignments and course experiences.

## **IV. Assessment**

The Unit recognizes the importance of assessing student progress in the program and in addressing the Experienced Teacher Standards. On demand tasks, reflective instruments, class projects, exhibits, videotapes, exams, and research papers are completed to provide evidence of proficiency with the Standards. Teacher self-evaluation and reflective classroom decision-making are stressed throughout the graduate program.

## **Check Points**

**Admission:** Admission to the Rank 1 - Secondary Program requires admission to the Graduate Program. Certified teachers who have completed a Masters Degree or Fifth Year Program may choose to complete this non-degree program designed to fulfill Rank I classification. Upon admission to the program, a graduate advisor is assigned to guide the student's work and to approve a program that has been planned with the student. The advisor monitors the graduate student's progress throughout the Rank 1 Program and assists the student if program changes are needed.

**Final Review Checkpoint:** A final review is made of the student's GPA and program course of study to determine that all program requirements have been fulfilled.

### **Unit Wide Assessment**

*For the complete COE Unit Continuous Assessment Plan see the COE's NCATE website:*  
<http://coekate.murraystate.edu/ncate/st/2/ev/COEContinuousAssessment.doc>



### Continuous Assessment Plan for Rank I- Middle School Education

<b>Data Collection Instruments</b>	<b>Collector</b>	<b>Standards &amp; Indicators</b>	<b>Evaluation Criteria</b>
<b>Unit Wide Assessment - Continuing Professional Preparation</b>			
<u>Admission Data</u>			
GPA	MSU/GC/Program	Adm/Std/MSU	3.0
Required Degree	MSU/GC/Program	EPSB/COE	Verified
Certification	MSU/GC/Program	EPSB	Verified
<u>Summative Assessment</u>			
Verification of GPA	MSU/Program	MSU/COE	3.0 or higher
Verification of Program of Studies	MSU/Program	MSU/COE	Coursework completed
<b>CODE:</b>			
EPSB= Education Professional Standards Board			
COE= College of Education			
Program= COE degree or certification program			
GC=Graduate Coordinator			

**Program: Middle School Education**

**Level: Rank I**

**CIP Code:**

<b>Mission and Goal Statement</b>	<b>Data Collection Instruments</b>	<b>Evaluation Criteria</b>	<b>Assessment Results</b>	<b>Program Improvement</b>
<p>MSU Mission: Murray State University serves as a residential, regional university offering core programs in the liberal arts, humanities, sciences and selected high quality professional programs. Murray State shall offer a limited number of master's degrees as well as the specialist program in education.</p> <p>MSU Goal: To produce graduates who exhibit the following characteristics: 8. Demonstrate master of their chosen field of study in preparation for a successful, productive life.</p>	<b>Unit Wide Assessment - Continuing Professional Preparation</b>			
	<u>Admission Data</u>			
	GPA	3.0		
	Required Degree	Verified		
	Certification	Verified		
	<u>Summative Assessment</u>			
	Verification of GPA	3.0 or higher		
	Verification of Program of Studies	Coursework completed		

## V. Program Faculty

Baust, Joseph, Sr.	Ed.D.	University of Tennessee Mathematics Education Curriculum and Instruction Director of Environmental Education Center Full-time to Institution Full-time to Program
Campoy, Renee	Ed.D.	University of Missouri-St. Louis Curriculum and Instruction Assessment Teaches Education Classes Full-time to Institution Full-time to Program
Gill, Sharon	Ed.D.	University of Cincinnati Literacy Education Teaches Education Classes Full-time to Institution Full-time to Program
Hansen, Jacqueline	Ed.D.	University of Nebraska-Lincoln Administration, Curriculum and Instruction Language Arts Education Teaches Education Classes Full-time to Institution Full-time to Program
Higginson, Bonnie	Ph.D.	University of Georgia Reading Education Residential College Head Teaches Education Classes Full-time to Institution Part-time to Program
Hooks, Janice	Ed.D.	Indiana University Elementary Education Language Arts Education Chair of ECE Department Full-time to Institution

			Full-time to Program
Hulick, Chuck	Ph.D.		University of Texas-Austin Educational Psychology Residential College Head Graduate Coordinator for College Full-time to Institution Part-time to Program
Islam, Chhanda	Ed.D.		University of Southern Mississippi Curriculum and Instruction Teaches Education Classes Full-time to Institution Full-time to Program
Jacobs, Martin	Ed.D.		Florida International University Curriculum and Instruction Interim Chair, Department of ACS Full-time to Institution Full-time to Program
Koenecke, William Henry	Ph.D.		Southern Illinois University – Carbondale School Law Teaches Education Classes Full-time to Institution Full-time to Program
Lough, Tom	Ph.D.		University of Virginia Science Education Teaches Education Classes Full-time to Institution Full-time to Program
Murphy, Janis	Ph.D.		University of Minnesota Curriculum and Instruction Teaches Education Classes Full-time to Institution Full-time to Program

Navan, Joy	Ph.D.	University of Ottawa Gifted Education Director of Center for Gifted Education Full-time to Institution Full-time to Program
Patmor, George	Ph.D.	Southern Illinois University-Carbondale Curriculum and Instruction Science Education Teaches Education Classes Full-time to Institution Full-time to Program
Wasson, Donna	Ph.D.	Indiana University-Bloomington Curriculum and Instruction Social Studies Education Teaches Education Classes Full-time to Institution Full-time to Program
Watkins, Yancey	Ed.D.	University of Georgia Reading Education Teaches Education Classes Full-time to Institution Full-time to Program
Willis, James	Ed.D	University of Arkansas-Fayetteville Educational Administration Teaches Foundation Classes Full-time to Institution Full-time to Program

Name of Student \_\_\_\_\_

SSN \_\_\_\_\_

**MID +30**  
**Murray State University**  
**Middle School Grades (5-8, 5-9)**  
**Thirty-Hour Program for Rank I**  
**Program Guidesheet**

This is a non-degree program designed to fulfill course requirements for Rank I classification. Admission to the program requires completion of the requirements for a Rank II classification (Masters Degree or Fifth Year Programs). The 30 credit hour program must be **PREPLANNED\*** with one’s advisor and shall consist of graduate level course work with a minimum of 15 hours in professional education. A minimum of 15 hours of courses at the 600 level, and at least 15 credit hours must be taken at Murray State. Applicants must hold a Middle School (5-8, 5-9) Certificate. Courses for the 12 credit hour specialization may be selected to enhance current certification or to work toward new certification or to address professional needs and interests. The student’s progress will be continuously assessed throughout the program using established program checkpoints addressing experienced teacher standards. A minimum grade point average of 3.0 is required for completion of this program. **Exit assessment: Final review of the student’s GPA and program course of study to determine that all program requirements have been fulfilled.**

Professional Education – Core Courses (9 Hours)

EDU 622 Philosophy of Education	3 _____
MID 640 Middle School Curriculum	3 _____
EDP 675 Advanced Educational Psychology	3 _____

Specialization – Teaching Field (12 Hours)

_____	3 _____
_____	3 _____
_____	3 _____
_____	3 _____

Elective (9 Hours)

EDU _____	3 _____
EDU _____	3 _____
_____	3 _____

The student and advisor have discussed this program and agree to the foregoing plan. \*An official MSU Graduate Program Form must be completed and submitted *prior to completion of the first course taken.*

\_\_\_\_\_  
 Student’s Signature

\_\_\_\_\_  
 Advisor’s Signature

\_\_\_\_\_  
 Date