

**Specialist in Education  
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. Specialist in Education - Middle School Option (Grades 5-8, 5-9)**

The experiences in the Specialist in Education (Middle School Option) program 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 the following page. 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 teachers' understanding of this decision-making process by providing course experience that combine theory into practice through the use of action research techniques. For example in EDU 640, a middle curriculum course, students develop a curriculum through a process that reviews teachers' educational philosophy, use of Kentucky Experienced Teacher Standards and national standards, and Kentucky Core Content and Program of Studies.

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 teachers 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 Middle School Specialist 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 Specialist 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 may choose to complete this specialist degree program to fulfill Rank I classification. The 30 credit hour Specialist - Middle School Emphasis Program is located in the Department of Adolescent, Career and Special Education and is preplanned with a specialist committee. The professional education core consists of 15 hours of required courses (including 6 hours toward a Specialty Study, which is defended). Twelve credit hours in a teaching specialization may be selected to enhance current certification or to work toward new certification or to address professional needs. A 3 hour elective course completes the 30 hour program. A minimum of 15 hours must be taken at the 600 level, and at least 18 credit hours must be taken at Murray State.

The program must be completed within eight years from the time a candidate initially enrolls in any course applicable to the program. A minimum 3.0 grade point average is required for completion.

The primary purpose of the Specialist in Education degree is to provide a plan of advanced study for educators seeking clearly defined educational positions. The program provides greater depth of specialization than is possible at the master's level, and each candidate's plan of study is tailored to meet individual needs.

A specialist committee consisting of three faculty members monitors the progress of each Specialist candidate during the course of study and meets with the candidate to complete the defense of the Specialty Study. The Specialty Study and oral defense are required exit assessments. 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 all 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) - Specialist in Education**  
**Core Courses Coded to KDE Experienced Teacher Standards, KERA Initiatives, and NCATE Themes**

Core Courses Coded to KDE Experienced Teacher Standards, KERA Initiatives, & 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
Courses												
EDU 622	x	x		x			x		x			a – c, g
EDP 675	x		x	x	x		x				a	a – c, e
MID 640		x		x			x		x		a – c	a – g
EDU 798	x	x					x		x	x	a – c	a – g
12 Hour Teaching Specialization		x										

- KDE Experienced Teacher Standards (ETS) – 1 – 10
- 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) - Specialist in Education</b>
•Professional Education - Core Courses (15 hours)
EDU 622 Philosophy of Education (3 hrs.)
MID 640 Middle Curriculum (3 hrs.)
EDP 675 Advanced Educational Psychology (3 hrs.)
EDU 798 Specialty Study (6 hrs.)
•Specialization – Teaching Field (12 hours)
•Approved Elective (3 hours)

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 program 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.

EDU 798 Specialty Study

Selection of problem, collection of data, and interpretation of data in preparation for the writing of a research paper.

*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 EDU 640, Middle School Curriculum, these standards are used as a means to evaluate and revise existing classroom and school curricula and to 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**

The Specialist Degree in Education with a 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 teachers' theoretical lens or philosophical framework. Teachers then evaluate 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 teachers recognize 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, graduate students 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**

Graduate students 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 10.

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

The experiences in the courses of the Specialist Degree 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. The Specialty Study and its defense serve as a final evaluation of the quality of the student's work and course of study. The defense is evaluated by a committee of program faculty who make the final decision in qualifying the candidate for the Specialist Degree.

## 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. The Specialty Study and its defense serve as summative assessments for the student and the program. Through this final evidence of the student's course of study, committee members can determine if the dispositions of self-evaluation and reflective classroom decision-making are abundantly evident throughout the student's work and in the program.

### Check Points

**Admission:** Admission to the Specialist Degree Program requires admission to the graduate program, a master's degree from a regionally accredited institution, and a Middle School certificate or its equivalent. Upon admission to the program, a specialist committee consisting of three graduate faculty members is assigned to guide the student's work and to approve a program that has been planned with the student. The specialist committee monitors the student's progress for attainment of the Experienced Teacher Standards that are addressed throughout the program. The specialist committee also approves and monitors the Specialty Study.

**Specialty Study and Defense:** The specialist committee, consisting of three faculty members, reviews and conducts the defense of Specialty Study and makes the final decision in qualifying the candidate for the Specialist Degree. 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 Specialist in 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>			
Specialty Study	Program	MSU/COE	Pass/Fail
Oral Defense	Program	COE	Pass/Fail
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: Specialist**

**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>			
	Specialty Study	Pass/Fail		
	Oral Defense	Pass/Fail		
	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 – EdS  
Murray State University  
Middle School Grades (5-8, 5-9)  
Specialist in Education  
Program Guidesheet**

This is an EdS 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). The program, which is composed of 30 graduate credit hours, must be **PREPLANNED\*** with one’s specialist committee which consists of three faculty members. A minimum of 15 credit hours in professional education must be included. A minimum of 15 credit hours must be at the 600 level, and at least 18 credit hours must be taken at Murray State. Courses for the specialization may be selected to enhance current certification or to work toward new certification or to address professional needs and interests. Applicants must hold a Middle School (5-8, 5-9) certificate. The program must be complete within eight years from the time a student initially enrolls in any course applicable to the program. The student’s progress will be continuously assessed throughout the program using established program check points and portfolio entries addressing experienced teacher standards. A minimum 3.0 grade point average is required for completion. **Exit assessment: A Specialty Study and oral defense.**

Professional Education – Core Courses (15 Hours)

EDU 622 Philosophy of Education	3 _____
MID 640 Middle School Curriculum	3 _____
EDP 675 Advanced Educational Psychology	3 _____
EDU 798 Specialty Study	6 _____

Specialization – Teaching Field (12 Hours)

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

Elective (3 Hours)

_____	3 _____
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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