<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Assessment Strategies</th>
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<tbody>
<tr>
<td>Russell Thatcher</td>
<td>Assessment practices include peer review, research projects, class discussion and individual and group projects. All projects and research papers are given with rubrics. I do not want any guess work about what I expect from the candidates. They know up front exactly what is required of them; and consequently, they tend to succeed very well in the courses. Feedback from them at the end of the semester is generally very positive. I pay careful attention to how well a candidate is doing in the course; and if by chance I see there is some problem, I will take time to work individually with the candidate and offer opportunity to remediate any necessary skill that was not performed at an acceptable level.</td>
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<tr>
<td>Loyet Shafer</td>
<td>I study candidate evaluations at the end of each semester, not only to assess performance for that semester but to prepare for the next. I also frequently ask candidates for feedback during the semester to ascertain which projects, videos, discussions and assignments worked and, perhaps, which did not. Candidates appear to be forthright and honest and occasionally have good suggestions about what could be improved as well as suggestions about what else might be included or what might be deleted without adversely affecting learning. I use some pre/post examinations and frequently use practice examinations to determine, and provide opportunities for candidates to determine, whether learning is on target. I use rubrics to delineate as carefully as possible expectations for assignments. Reviewing these rubrics with candidates provides feedback and rubrics are refined when necessary. Reviewing examinations with candidates is an excellent way to assure that exams match covered material and questions are both valid and reliable.</td>
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<td>Jerry Mihelic</td>
<td>I use the OPSU candidate evaluations to evaluate my performance and class assignments. I write a reflection after receiving these results and write plans for changes for the next semester. I also receive informal feedback from candidates throughout the courses. Candidates will stop by the office to receive clarification or assistance with assignments. At this time, I ask how to make these assignments more clear. I currently have candidates giving me feedback and possible changes for the peer review form.</td>
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<td>Darren Randall</td>
<td>Candidate evaluations are particularly important and are used to help secure valid data in incorporating new instructional methods. They are also valuable in that they allow for the discontinuing of ineffective instructional methods. Reflections are written upon feedback that has numerical value, which provides confidence in validating my personal teaching style. Informal discussions in both the classroom, as well as outside the classroom, allow for the candidate to demonstrate concerns for issues in the course.</td>
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<td>Jana Peterson</td>
<td>Candidate evaluations are used by me to evaluate my performance and modify what I teach. I usually ask candidates for feedback at the end of the completion of each of the topics presented during the semester.</td>
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I ask questions such as:
- "What did/didn’t work?"
- "What would you change in the presentation of the subject matter?"
- "What topics did you consider most/least useful to you and why?"
- "What topics would you like to have covered and why?"
- "Would you change the order of the topics presented? If yes, then how?"
- "Was the course load adequate?"

Candidates are usually honest and quite frank about their expectations concerning the course.

Jerry Butler

At the beginning of the semester, I review the candidate evaluations to assess any changes that might be warranted. I have established rubrics for candidates to use to complete assignments and use these tools to measure the impact of my teaching on their performance. Candidates are always given back their written assignments with feedback on enhancing their performance so they can use these artifacts within their portfolios. Additionally, the unit examinations are review after each section to assess any changes in the content or testing procedures.

Elaina Stewart

To access my effectiveness as a teacher, I generate class discussion on whether we are meeting our course requirements and periodically review the course objectives in relationship to candidate learning and performance. If candidates understand and respond to the objectives, I consider this the first step in candidate learning.

When the content of the class is on a higher level of content I usually give the candidates a pre-test to determine their background knowledge. Pre-tests are often in the form of concept mapping which generates a broad picture of candidate cognitive knowledge. The post-test concept map gives a broad picture of candidate learning and shows if certain key ideas and terminology have been made part of the candidate’s core knowledge.

The evaluation instrument used by the university and the other instruments used by the Education Department are also helpful when candidates respond to their expectations about the courses. I use this information to adjust assignments and to review candidate success or failure. I keep a copy of the questions from this evaluation in my class lecture notebook and review with the candidates as to meeting our objectives for the course.

I use rubrics to give detailed outlines of what I expect from the candidates. These rubrics show levels of competency and points given for certain expected outcomes. This method of assessment is used to also give examples for candidates to pattern their own lesson plans and assessments after. During the candidates peer-teaching exercises, an on-line evaluation form is used so peers can give honest input into the candidate’s teaching performance. The peer input counts for 1/3 of the total grade on the assignment. This has been very successful and also shows candidates another way to assess student learning.

I also am available to meet one-on-one with candidates who have problems or questions about the coursework.
### Instructional Strategies

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<tr>
<th>Faculty Name</th>
<th>Educational Technology EDUC 4333</th>
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<tr>
<td>Russell Thatcher</td>
<td>The instructional strategies for this course include lecture, demonstration, individual and group activities. This is a hands-on course. Candidates receive immediate practice with presented materials. The methodology makes allowances for visual, kinesthetic, and auditory learners as well as numerous intelligences as defined by Howard Gardner in his theory of multiple intelligences. Since candidates come to this course with significantly different levels of skills, they are paired or grouped for numerous projects. By doing this, candidates have help both from their peers and the instructor to make sure they succeed at the highest possible level.</td>
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<tr>
<th>Faculty Name</th>
<th>Elementary Classroom Management EDUC 4433</th>
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<tr>
<td>Loyet Shafer</td>
<td>The instructional strategies for this course include interactive lecture/discussion, video, and demonstration/role play. Candidates are presented data from all these ways and are required to verbally react and analyze the scenario at the time of presentation. At that point the class will enter into a discussion about what constitutes best practice in that situation. Each candidate will also construct through research a classroom management plan and a discipline plan. This methodology has worked quite well with this class. The videos and role play help drive home the many principles necessary to be effective in the classroom and the researched projects give the candidates something concrete to use the very first day of teaching.</td>
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<tr>
<th>Faculty Name</th>
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<tr>
<td>Loyet Shafer</td>
<td>The instructional strategies for this course include on-site observation and practice in the teaching profession. Candidates work with classroom teachers and students in the public school to get a real-world idea what teaching is all about. Candidates will meet in the university classroom to discuss and analyze their experiences with instructor and classmates and will formally write up and reflect on their experience in the public school classroom. Contemporary research is done by candidates and presented for discussion in the university classroom as well.</td>
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<tr>
<th>Faculty Name</th>
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<tr>
<td>Loyet Shafer</td>
<td>The instructional strategies for these courses include lecture/discussion, individual and group projects and presentations, formal lesson plan writing with application through micro-teaching sessions among peers and with real life situations with children from the public schools.</td>
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Instruction is that presentation of information followed by active practice provides the opportunity to use and apply instructional concepts. Candidates actively practice material by responding to questions during class and completing course assignments. Candidates are responsible for leading discussions on specific units of text material and presenting information relative to their specific field experience assignments. Candidates who have documented learning disabilities and/or physical disabilities are provided appropriate accommodations.

Lecture, guest lectures and presentation of technological resources, video, discussion, candidate led discussion, personal consultation, and hands-on activities.

Candidates exhibit competence in several ways including class presentations and discussions (verbal skills, competence), writing (reflection journals, lesson plans, instructional techniques, peer reviews), practice teaching in class as well as during the required field experiences (lessons specific to their teaching areas), and other hands-on activities (learning centers, bulletin boards).

**Educ 4313 – Educational Psychology**—Instructional methods feature a combination of lecture, discussion, candidate presentations, and small group activities. The philosophy guiding instruction is that presentation of information followed by active practice provides the opportunity to use and apply knowledge. Candidates actively practice material by responding to questions during class and completing course assignments. Candidates are responsible for presentations and leading discussions relative to those presentations. Candidates involved in small groups or direct presentation provides a format for immediate feedback from both peers and the instructor. Candidates who have documented disabilities are provided appropriate accommodations.

Lecture, video presentation (both instructor and peers), hands-on activities, and peer and instructor consultation.

Candidates exhibit competence in several ways including class and group discussions (verbal skills and oral competence), writing (papers, study guides) and hands-on activities (guiding small group discussions), and examinations.

**Educ 3213 – Human Development: Childhood and Adolescence**—Instructional methods feature a combination of lecture, discussion, and small group activities. The philosophy guiding instruction is that presentation of information followed by active practice provides the opportunity to use and apply knowledge. Candidates actively practice material by responding to questions during class and completing course assignments. Candidates are responsible for leading discussion groups. Candidates involved in small groups or direct presentation provides a format for immediate feedback from both peers and the instructor. Candidates who have documented disabilities are provided appropriate accommodations.
Lecture w/power point and smart board technologies, class presentations, hands-on activities, small group work on activities.

Candidates exhibit competence in several ways including class presentations and discussions (verbal skills & competence), writing (activity briefs, video reviews), and examinations.

Jerry Mihelic

The instructional methods that I use meet the three different modalities of the leaner candidates. I use methods that provide opportunities for candidates to learn through visual, auditorial, and kinesthetic modalities. I lecture with PowerPoints and handouts for candidates. These reach the visual and auditorial learners. I also facilitate small group discussions and cooperative learning groups. This is usually done with “What if questions” and other projects. Candidates are given practice with public students through projects, observations, and tutoring. I believe these assignments reach all three types of learners, especially the kinesthetic.

Candidates demonstrate their knowledge and application of knowledge through test, case studies, projects, and lesson plans. Lesson plans and projects are presented to the class and are peer reviewed.

All diverse candidates are accepted and participate in all activities. Accommodations are provided as per candidates’ accommodation plan.

Darren Randall

The instructional methods that are used are centered in reading related materials, class discussion and participation. A method of constructing a written response to an instructor posed question is used which allows for the reading of the responses without fear of labeling or embarrassment on the part of the candidate. Small group project formats are also utilized.

The candidates are also required to participate in pre-service experience.

Other multi-media tools are used such as Internet articles and the viewing of pertinent documentaries. The viewing of these allow for candidates to put information in context and understand the working of concepts found within that particular base of knowledge.

Jana Peterson

The instructional method is housed within an informal classroom setting with a built in individual presentation schedule. The informal classroom affords the candidates the advantage of receiving immediate feedback either from the instructor or from fellow candidates regarding the course topics of the day. Dissemination of information is in the form of lectures contained within power point presentations. Additionally, hands-on activities designed to demonstrate the previously presented materials are used to enhance candidate understanding. Extension activities in the form of candidate-generated presentations in conjunction with written lesson plans are incorporated to observe candidate understanding and to encourage actively engaged candidate participation in learning. Finally, individual homework assignments and chapter exams are administered to assess the candidates’ ability to evaluate and respond to the
written question and answer format.

Candidates are able to demonstrate competence of the material—
- orally, during informal classroom discussion, as well as, during individual presentations;
- in writing, in the form of homework assignments and scheduled written exams; and
- experientially, by participating in classroom demonstrations of the various subject matter topics assigned for presentation.

Candidates who have learning disabilities as documented by the Student Disabilities Services are afforded appropriate accommodations.

Jerry Butler

I employ PowerPoint to assist my lectures. Candidates are exposed to two modalities of instruction involving oral as well as visual teaching. Additionally, I give copies of my PowerPoint to each candidate prior to teaching any unit. Furthermore, for those candidates that need modifications, I provide additional support. For example, a visual impaired candidate can request enhanced copies of my PowerPoint. Also, I use small group discussions, DVD movies, and assignments that allow for these different learning styles.

Elaina Stewart

To assure that candidates understand the content of the class, I use a variety of teaching methods. I use PowerPoint presentations along with whiteboard exercises to stimulate the visual learner. I use lecture and discussion to stimulate the auditory learner and for the kinesthetic learner, I use hands on assignments and small group discussions which often require field experiences.

I model teaching with co-operative learning groups and small group discussions. Candidates are often required to help decide how to evaluate their own learning.

I have created a bookmark space which is available 24-7 to candidates. These websites have content in the forms of virtual experiences and generate opportunities for candidates to interact with professionals and other candidates.

Candidates are given the opportunity to exhibit their competency through the completion of assignments, tests, peer-teaching exercises, and field experiences. Discussion, guest lecture, hands-on activities, video, slides, and personal consultation are part of my normal classroom teaching. We often use the Education Department’s Technical Lab to complete assignments and experiment with new evaluative software.

Students who have learning disabilities as documented by the Student Disabilities Services are afforded appropriate accommodations. This is stated in the syllabus for each class.