**Advanced Candidates Demonstrate Content Knowledge through Inquiry, Critical Analysis, and Synthesis of the Subject and How They are Recognized Experts in the Content They Teach**

**Advanced Music**

Program candidates demonstrate content knowledge through inquiry, critical analysis, and synthesis in MU 839 Review of Literature – Assessment 5 of the Program Annual Report.

Assessment 5 is concerned with inquiry, critical analysis, and synthesis of content knowledge. It is rubric evaluated.

Assessment data for 2008-2011, N of 12 candidates, is reported as follows:
Possible Score = 30; Minimum Passing Score = 24
Mean Score = 94.11
Percent of Pass = 93.33

Program candidates and graduates are active in KMEA – Kansas Music Educators Association, the state organization affiliated with The National Association for Music Education. Two graduates completed a three-year term on the KMEA State Board of Directors as District Chairpersons. Two program graduates have presented research gathered as part of their capstone project as part of the Annual KMEA Teacher Workshops in 2010 and 2009.

**Advanced Physical Education**

Candidates complete a review of literature as part of their masters project. Data is collected for this as part of PE 801, Part I of the masters project. Also, GPA data is collected on all candidates for all core courses in the program.

**Building and District Leadership**

Competence demonstrated through the Praxis II test.

**Curriculum & Instruction**

Graduate students participating in the Curriculum and Instruction Practicum have already been prepared in the teaching of their subject disciplines as undergraduate students. Graduate courses taken prior to entering the practicum phase of their studies, associated with their use of inquiry, critical analysis and synthesis, focus on refining previously-taught and learned skills and knowledge areas. Required and elective graduate courses in curriculum and instruction give students guidance in the understanding and use of the "new" Bloom's Taxonomy, shown below alongside the old version:
Because of this emphasis, students are well acquainted with constructivism as a teaching method to help students learn through structured inquiry and critical analysis. Constructivism is recognized as being an essential aspect of helping teachers meet challenges associated with the Common Core Standards, and students are well aware of what those standards are and how they should be using them to design and implement their own instructional programs.

With regard to synthesis (now referred to as "creating" [see the new version above]), graduate faculty in Curriculum and Instruction assist graduate students by providing ideas for organizing and implementing instruction that incorporates that very important methodological process. In addition to guiding students toward existing research on the subject, faculty members Clayburn, Albrecht, and Ervay conducted research and prepared a paper (AMERICAN PRESERVICE ADMINISTRATOR VIEWPOINTS REGARDING CREATIVE TEACHING STRATEGIES) that was presented to the Oxford Round Table in the summer of 2011. Here is the abstract of that paper:

This article presents findings of a study to determine attitudes of American teachers enrolled in graduate human relations and supervision and teacher evaluation courses taken as part of a program preparing them to become school administrators. They were given instruction on the New Bloom's Taxonomy and asked to consider the Bill of Rights for the Planet as a possible catalyst for the teaching of creativity; they were then asked to provide their reactions to these guiding research questions: (1) To what extent are currently mandated or suggested curriculums allowing the teaching of creativity in their respective grade levels or subjects?, and (2) How would they assist teachers under their supervision, once becoming administrators, to structure local curriculums and lessons to include the teaching of creative solutions to issues? Sub-research questions included: 1) How would you define creativity in teaching?, 2) What do you consider to be barriers to creativity?, and 3) As a preservice school administrator, what do you anticipate you will do to enhance creativity in your building?

Based on their responses to the previous mentioned prompts, it was concluded that teachers are not using creativity to a high level in their currently mandated or suggested curriculums. There was strong indication that these future administrators felt that it was part of their responsibility to make sure their teachers used creativity in the classroom. To have creativity there needs to be a foundation to build upon and the willingness of teachers to accept more than one answer for a problem.

Keywords: Creative Teaching Strategies, Administrator Training
Subject area expertise is largely dependent on the adequacy of the undergraduate programs taken by graduate students, but such knowledge is refined and made more applicable to instructional settings through enrollment in such courses as ED 886, Designing Instructional Programs and ED 887, Developing Authentic Assessments.

ESOL

All candidates in the ESOL Program are required to demonstrate their content knowledge through inquiry, critical analysis, and synthesis of content subject matter. This is assessed throughout coursework by means of direct measures such as reflective inquiry projects, TESOL TWS and SIOP as in TS 735, TS 719, TS 734, and TS 700. For example, Reflective inquiry projects such as The Final Reflective Inquiry Methods Project in TS 734 where the candidates are required to demonstrate their knowledge by researching, analyzing, synthesizing, and evaluating/critiquing assigned methods and approaches in TESOL. A similar project is used in TS 719 (Language Assessment and Evaluation) where candidates are required to demonstrate their knowledge in the area of language assessment and evaluation through inquiry, critical analysis, and synthesis of subject matter. TS700’s Applied Linguistics Analysis Project is calls for a high level of reflection and critical thinking skills where candidates must demonstrate their knowledge in the area of applied linguistics and TESOL. Candidates are required to reflect upon their practice critically during the practicum where they have to engage in critical reflective inquiry to develop effective planning, instruction, and assessment. Rubrics are used to assess these projects. As to how they are recognized experts in the content they teach, candidates report, during coursework and in the follow-up studies, how their peers in their building come to them for answers regarding the instruction of ELL students. Some of them are called upon to share their knowledge during inservice sessions.

Gifted Special Education

Gifted Advanced Program candidates are observed on the eight KSDE Program Standards for Gifted Educators during their practica field experiences. Standard 6 most directly relates to inquiry, critical analysis, and synthesis (see below). Candidates receive two onsite evaluations demonstrating their understanding of these areas during practica Parts I and II for a total of four observations by an approved supervisor of gifted learners in an advanced curriculum setting. In addition, candidates are evaluated on seven dispositions by a supervisor endorsed in gifted education during the practica experiences. Disposition I (see below) measures their expertise in the content they teach by practicing professionalism in the classroom as reflected in their willing to go beyond required assignments. Gifted Program candidates make professional presentations at state, regional, national and international conferences and serve as leaders in curriculum and instruction in their schools.

Instructional Design and Technology

In the capstone master's project (field experience), candidates must find an instructional/training problem in their organization/classroom and address that problem by applying the systematic design of instruction (instructional design ADDIE or other model, i.e. Analyze, Design, Develop, Implement, and Evaluate). This training solution is shared in an open forum during the master's
project presentations. For the past four years, candidate teams from the IDT program have submitted similar training solutions to the AECT PacifiCorp international design and development competition and have been declared winning finalists each time.

Master Teacher-Elementary Subject Matter

Each course has a major project that calls for inquiry, critical analysis, and synthesis of the subject. For example, in EL 802, it's the development of a Unit plan based on the principles of backwards design; and in EL 854, it's the entire action-based research project. Our candidates report on being asked to lead their PLC study in teaching content and on doing in-service for their school or district.

Reading Specialist

Inquiry, Critical Analysis, Synthesis: Must analyze strategies and select the most appropriate to include in a strategy unit. As well, the best strategies must be selected to include in case studies to meet the strengths and needs of readers.

Recognized experts in the content they teach: ESU candidates have done well on the all components of the Praxis, exceeding averages at the state and national levels. As noted in an employer focus group, ESU Reading Specialist graduates are leading professional development, serving as literacy coaches and instructional coaches, resource teachers, and state trainers.

School Counseling

School counseling candidates progress from the course, SC810: Counseling Skills Development to actual field experience, SC871: Supervised Practicum and SC881: Internship in School Counseling, and in each case are required to record at least four counseling sessions for evaluation by the instructor/supervisor and feedback from their peers. They also complete a comprehensive case conceptualization that requires extensive critical thinking and analysis for each session (total of 12). This process provides for the opportunity to reflect on the session, understand the complexities of client and his/her situation, identify possibilities for goal setting, and carefully select a counseling/learning theory and techniques that best assists the client in bringing about positive changes that are needed. During this process candidates must explain and defend their practice as they learn to observe, conceptualize, and create an effective treatment plan. This efficacy-based practice is the hallmark or effective counseling practice. At the end of each of these three courses candidates are required to complete a Personal Position Paper reflecting on their current strengths and limitations and personal style effectiveness as a counselor.

Likewise, all candidates enrolled in SC881: Internship in School Counseling are required to evaluate the effectiveness of a classroom guidance lesson and reflect on the impact this lesson has on students. Candidates plan and conduct a guidance lesson that is appropriate for a specific grade level and once the lesson is conducted, evaluate and reflect on the lesson by completing a written evaluation of the lesson. This assessment examines the candidate’s ability to demonstrate these skills with the following steps:
1. Evaluation method is clearly identified (include the design method used and how data was collected) (e.g., pre-post, case study, etc.);

2. Criterion for success (minimally acceptable performance standards) for students was established (describe what level or percentage of completion is considered a success) (e.g., at the end of the career guidance lesson for third grade, 80% of the students will be able to identify three personal skills/strengths and at least one job that requires using these skills/strengths);

3. Results indicate if goals/objectives of lesson were accomplished (after collecting data, determine if criterion for success was reached and if goals/objectives of lesson were accomplished) (e.g. pre-post scores on My Personal Skills test indicate that 90% of students were successful);

4. Reflection identifies strengths of lesson and presenter (identifies at least three strengths of the lesson and the presenter);

5. Reflection identifies limitations of lesson and presenter and ways to improve (identifies at least three limitations of the lesson and the presenter and three ways to improve).

The five items of this Assessment (Reflection on Guidance Lesson) involve the knowledge and skills necessary to demonstrate successful evidence that experimental inquiry, critical thinking, analyzing and synthesizing of the impact of the guidance lesson have taken place. Since all candidates are required to create such a guidance lesson, conduct the lesson, collect data to determine if lesson objectives/goals were reached, and reflect and make future decisions based on the impact of the lesson, the program faculty believe that efficacy-based teaching is being practiced and is being reinforced in a manner that encourages this ‘experimental’ process as part of each candidate’s individual learning and teaching style.

**School Psychology**

Prior to moving to M.S. candidacy, program candidates must complete a Comprehensive Examination. For candidates who enter the program with an M.S. already completed and who are therefore accepted directly into Ed.S. candidacy, the comprehensive examination is a requirement that must be completed prior to field experiences, because satisfactorily completing the Comprehensive Examination is a required assessment for all program completers as of spring 2011.

The comprehensive examination is a four-hour essay exam consisting of approximately six to seven practical application essay questions, delivered in two sessions. Candidates may prepare for the exam by reviewing textbooks and notes from classes taken toward the master's degree, although content from any courses already completed may be covered on the exam. Study guides are not available and no materials whatsoever are permitted during the exam. In answering each question, candidates should demonstrate a solid content knowledge base and integration of information from courses taken, to then address practical application. Its rubric aligns to NASP standards and reflects 50% content knowledge and 50% integration and application.

Additionally, all program completers must complete the Praxis II School Psychologist test, receive a pass score by KS standards, and provide a copy of those results to the program director.
Supervised field experiences include a minimum of a 600 hour practicum field experience, and a minimum of a 1400 hour internship field experience, during which candidates complete folios with multiple products therein. These products and their scoring rubrics align to NASP standards and require a demonstration of entry-level proficiency in all content knowledge, skill, practice and disposition standards prior to program completion and recommendation for full licensure.