

**DELTA STATE
UNIVERSITY**



TEACHER EDUCATION, LEADERSHIP & RESEARCH

Orientation
Master of Education
Elementary Education



Admission Requirements

1. An applicant must hold a baccalaureate degree from an accredited institution.
2. A Standard Class A teaching license, or its equivalent.
3. An overall undergraduate grade point average (UGPA) of 2.50 or 2.75 or higher on the last 64 hours of required course work.
4. A satisfactory score on one of the following nationally recognized, standardized tests of verbal skills:
 - Praxis I Writing Test minimum score of 174 on PPST or 320 on CBT
 - National Teacher Examination (NTE) Communication Skills - minimum score of 653
 - Graduate Record Examination (GRE) Verbal Test - minimum score of 370
 - Miller Analogies Test (MAT) - minimum score of 30
 - Collegiate Assessment of Academic Proficiency (CAAP) Writing Essay Test - minimum score of 3

All applicants who meet the GPA and license requirements will be admitted and will be advised regarding the process for meeting all other requirements

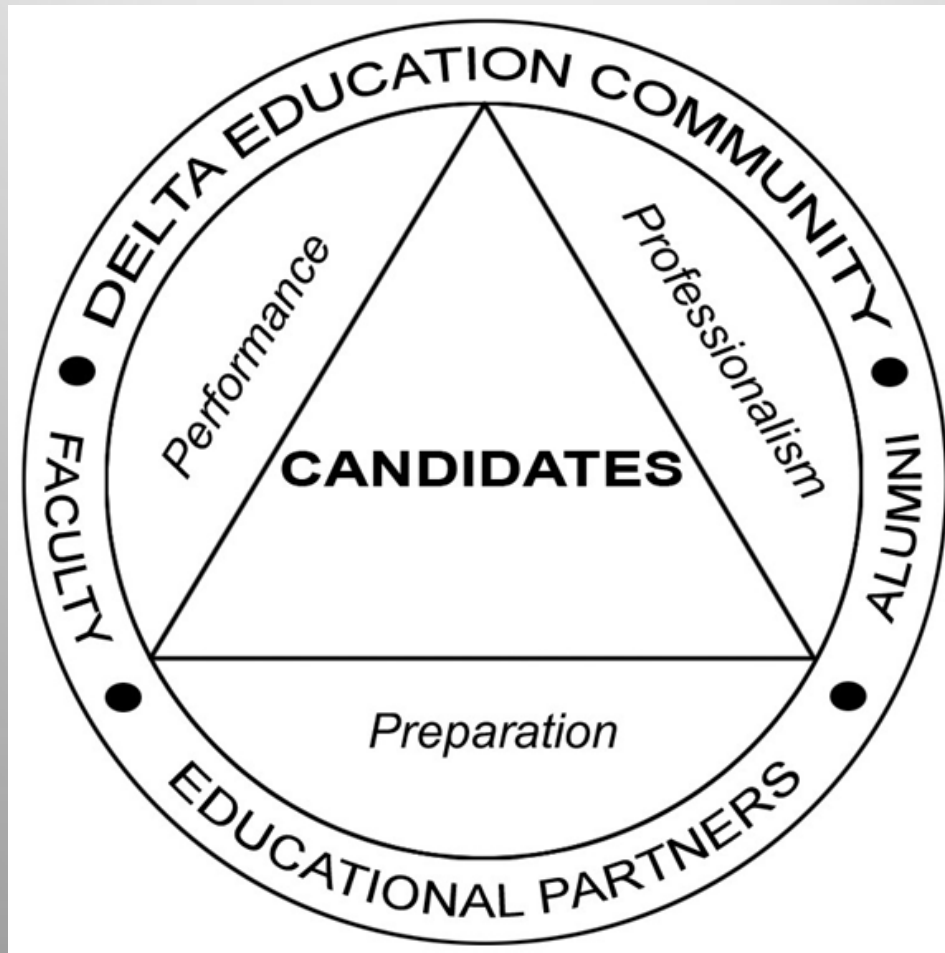
Welcome to Delta State University's Division of Teacher Education, Leadership & Research

The Master of Education degree (M.Ed.) in elementary education at Delta State University is in the Division of Teacher Education in the College of Education. The M.Ed. program is designed to give those students enrolled a graduate level perspective of elementary education.

The M. Ed. in elementary education is a 30 semester hour program. It is offered fully online. The program is accredited by the National Council for the Accreditation of Teacher Education and is designed for students seeking a class AA license in elementary classroom teaching. This program is also designed to provide the student with the academic preparation needed to become a quality elementary school teacher.

The faculty teaching in the Program hold doctoral or Educational Specialist degrees and are active in various professional organizations. The faculty are dedicated to providing a quality education where all students can experience intellectual growth and development of professional knowledge and skills. Required courses are offered on a regular, rotating basis. Students are expected to work closely with their advisors throughout the program to ensure that courses are taken at the appropriate times.

Conceptual Framework Delta P 3 Model



Conceptual Framework

Vision: The Delta State University College of Education promotes a vibrant educational community committed to preparing capable and confident candidates who can positively affect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects candidate development through the triad of preparation, performance and professionalism, supported by the greater Delta educational community (faculty, educational partners, and alumni).

Guiding Principles:

1. **Education is a lifelong endeavor**, requiring an ever-expanding content knowledge base, a repertoire of skills, and a broad experience base. (GP1)
2. **Education is interactive and reflective**, a process that is accomplished through assessment and reflection of a collaborative nature. (GP2)
3. **Education is culturally contextualized**, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3)
4. **Education is dynamic**, with change being driven by assessment data and the needs of all segments of the educational community. (GP4)
5. **Education is enhanced by technology**, infused throughout programs and services. (GP5)

Diversity Proficiencies

Expected of all Candidates

Candidates will:

- 1. Develop the capacity to teach in diverse settings with students and colleagues of varying backgrounds, ethnicities, capabilities, and beliefs (CF 1, 3; DRS 3)
- 2. Identify contextual factors that may influence student learning and act upon those factors in planning curriculum and instruction (CF 2, 3, 4; DRS 2)
- 3. Establish classroom and school climate that reflects the belief that all students have the ability to learn (CF 2, 3, 4; DRS 1, 2, 4)
- 4. Differentiate instruction and experiences based on contextual factors and the diverse needs of learners (CF 2, 3, 4, 5; DRS 1, 2, 4)
- 5. Use appropriate assessment strategies to serve the diverse needs of learners (CF 3, 4; DRS 1,2)

*CF = Delta P3 Model; DRS = Dispositions Rating Scale

Professional Dispositions

- The Five Core Propositions of the National Board for Professional Teaching Standards (NBPTS) outline the knowledge, skills, and dispositions for quality teachers. Among the key dispositions that measure a teacher's effectiveness are equity, fairness, respect for diversity, reflective practice, professional growth, and collaboration. Courses and related experiences within the graduate programs at Delta State University have been designed to hone the dispositions characteristic of professional educators. Each disposition is described on the following slides.

Dispositions

Fairness

- 1.1 Strives to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner
- 1.2 Treats students, families, community members, and colleagues with dignity and respect, regardless of background, ethnicity/race, capabilities, or beliefs

Dispositions

The Belief That All Students Can Learn

- 2.1 Establishes a classroom, school, and/or school district climate that supports the learning, development, emotional well-being, and physical well-being of a diverse student population
- 2.2 Effectively plans and implements teaching and assessment strategies that address the experiences; academic, emotional, and physical needs; developmental levels; and interests of a diverse student population; or effectively participates in this process as an administrator

Dispositions

Professionalism

- 3.1 Engages in ongoing self-reflection and professional development
- 3.2 Consistently displays professional appearance and actions, including effective oral and written communication
- 3.3 Collaborates with professors, students, colleagues, families, and/or community members

Dispositions

4. Resourcefulness

- 4.1 Motivates self and others to perform well
- 4.2 Acts in a proactive manner by anticipating what a situation calls for and responding appropriately
- 4.3 Uses personal talents to enhance professional functioning
- 4.5 Adapts willingly to change

Dispositions

5. Dependability

- 5.1 Attends all expected classes and meetings, and arrives punctually
- 5.2 Participates meaningfully in classes and meetings
- 5.3 Fulfills responsibilities in the college classroom and in P-12 settings

Dispositions

6. Commitment to Inquiry

- 6.1 Is knowledgeable of the professional literature in his/her field of study
- 6.2 Implements research-based strategies in his/her practice
- 6.3 Uses data to make decisions regarding learning and teaching

Dispositions Portfolio

The Dispositions Portfolio is one of the major assessments within our graduate programs. This assessment will serve two purposes:

- First, it will engage each candidate in self-reflection that facilitates an examination of how one's own beliefs impact practice.
- Second, the Disposition Portfolio will enable each graduate program to assess its effectiveness in providing learning experiences that promote the development of dispositions that exemplify professional educators.

As you progress through the program, gather evidence from your varied course assignments and experiences to demonstrate that you indeed possess the professional dispositions described in the previous slides.

Grade Requirements

- No Grade Below a C
- Not More Than Two C's
- Minimum 3.00 GPA overall
- Minimum 3.00 GPA in the core classes (EPY 601, CUR 608, ELR 605)



- See Graduate Catalog for Academic Suspension, Dismissal, Grievance Policy, and Re-admission

ADVANCED CANDIDATE ASSESSMENT SYSTEM

The National Council for Accreditation of Teacher Education (NCATE) is our accrediting body. NCATE's mission is to ensure quality teacher preparation. As such, the M. Ed. Program uses several assessments to evaluate instructional quality and performance and to determine the program's strengths and weaknesses.

Content knowledge.....	Comprehensive Exam
Ability to plan	TIAI (Indicators 1-8)
Professional knowledge and skills..	TIAI (Indicators 9-25)
Impact on student learning.....	TWS
Dispositions.....	Dispositions Portfolio
GPA.....	Admission/Program Completion

Taskstream

- Several courses will require TaskStream for assignment submission, data collection and analysis.
- The Delta State University College of Education assessment system utilizes TaskStream to collect data on individual candidates and to summarize and analyze data for ongoing program improvement.
- Each candidate is expected to purchase and use TaskStream for select assignments.
- Candidates will receive a grade of incomplete if deadlines to upload assignments into TaskStream are not adhered to, even if a paper copy of the assignment has been submitted.

Student Responsibilities

- It is the responsibility of the student to become thoroughly acquainted with all graduate regulations, including admission and degree requirements. All graduate students should become familiar with the Graduate Bulletin and departmental program requirements. Students enrolling in graduate courses must possess satisfactory prerequisite experiences for each course taken.
- Students should consult their advisors, department chair, and/or the course instructor prior to enrollment in any course.
- Students should stay abreast of the university calendar and participate in early registration to ensure they secure the courses they need. Early registration occurs in November and April of each academic school year.

Cheating & Plagiarism

- Cheating & Plagiarism are not tolerated.
- Penalty
 - Receive a grade of zero (0) for the assignment
 - may receive a grade of “F” in the course
 - A second offense by any student will result in dismissal from the university.

Student Academic Grievance Policy

- Students who feel that they have been treated unfairly have the right to appeal.
- Follow the appeal process that is outlined in the Graduate Catalog and the Master of Education Handbook.

Repeating Courses

- Graduate students may repeat a course only once but must have permission from their graduate advisor and the college or school dean to repeat a course.
- Repeating a course does not remove the grade previously earned in the course. The calculation of the cumulative grade point average is based on all grades received for graduate courses taken at Delta State University.
- Exceptions must be approved by the graduate advisor, department chair, and college dean.

Road Map to Program Completion

- Meet all admission requirements
- Maintain a GPA of at least 3.00 in the core classes and overall
- Submit required assignments to Taskstream
- Successfully complete all courses
- Apply for graduation and submit an application for the comprehensive exam at least one semester prior to the semester you take your final course(s)
- Submit the Disposition Portfolio
- Pass the Comprehensive Exam

Required Follow-up Activities

1. Review the six dispositions discussed earlier in this module. How do you rate yourself?
2. Complete the **Dispositions Self-assessment Form** and fax your self-assessment to Dr. Corlis Snow at 662-846-4309.
3. Complete the **Orientation Acknowledgement Form** and fax it to Dr. Corlis Snow at 662-846-4309.