Advanced Candidate/Student Handbook

Master’s Degree Programs in Elementary and Secondary Education

Pocatello, ID 83209
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**Introduction**

This Handbook is a compendium of information about the master’s programs in Elementary and Secondary Education. Information about policies, requirements, and resources relevant to all masters students is provided in this document.

This document is a dynamic reflection of faculty thinking. As new items are approved or revisions occur to the program, those changes will be reflected in this document.

**Overview of the Program**
The M.Ed. in Elementary and Secondary Education provides advanced educators opportunities to expand their knowledge and practice in planning, delivering and assessing instruction as well as advance their content expertise within a relevant subject matter discipline. Specifically, this program provides you an opportunity with your culminating assignment (capstone project) to implement what you learned across the program via an action research project that asks you to document a positive impact on student learning.
The College of Education’s Vision and Mission Statement

**OUR VISION**
Building on a tradition of excellence, we will work to continuously improve the education we offer.

**OUR MISSION**
Through excellence in teaching, scholarship and service, we foster professionalism in all that we do.
-- We prepare and support professionals who are ethical and reflective and known for the quality of their work.
-- We provide recognized leadership in the support of our students, professional partners, and those who employ our graduates.
-- We promote a culture of caring, respect, and intellectual rigor within our college and beyond.
-- We foster collaborative relationships with the schools, communities, and professional organizations that we serve.
-- We advance our understanding of the professions we serve and the application of that understanding in practice.

Department of Teaching and Educational Studies Mission

The Department of Teaching and Educational Studies and its partners exemplify and prepare professional educators who are reflective, ethical, lifelong learners. We prepare professionals who:

- Are committed to standards based practice and assessments.
- Integrate current technologies, content, and pedagogical expertise to effectively promote depth of student learning.
- Provide educational opportunities that support cognitive, social-emotional, and physical development of all learners.
- Establish and enhance learning communities to support learning of diverse student populations.
Program Mission Statement

Consistent with the Conceptual Framework of the College of Education, all candidates for the Master of Education in Elementary Education or Secondary Education at Idaho State University are expected to be reflective practitioners who demonstrate a commitment to professional standards, and who display the beliefs, values, and behaviors that guide the ethical dimensions of professional practice.

All candidates are also expected to demonstrate proficiencies with respect to the use of technology in their professional practice, and to understand and address issues of exceptionality and diversity in their professional practice. In addition to advancing teachers’ competencies in these broad areas, the Master of Education in Elementary Education or Secondary Education are designed to advance the abilities of teachers to meet identified program standards that are aligned with state and national teaching standards.
Admission Requirements: Master of Education in Elementary Education

The 30-credit minimum non-thesis Master's degree in Elementary Education is a combination of pedagogy and content; designed for the elementary school teacher. This degree will permit the practicing teacher to acquire greater depth in STEM (or single subject mathematics, geology, physical science, or biology), ESL/TESOL, foreign language, English/language arts, history/social science, or another Idaho SBOE approved elementary subject matter content certification or endorsement area.

1. The advanced elementary education professional, through the core curriculum and other course work, is expected to meet the core standards for advanced professionals.

2. The advanced elementary education professional is expected to meet Idaho Core Teacher Standards and National Board for Professional Teaching Standards Core Propositions.

3. The advanced elementary education professional is expected to extend their subject matter depth in STEM, (or single subject mathematics, geology, physical science, or biology), ESL/TESOL, foreign language, English/language arts, history/social science, or another Idaho SBOE approved elementary subject matter content certification or endorsement area.

4. The advanced elementary education professional is expected to utilize the knowledge of subject area concentration in specific applications and assessments within the educational methods curriculum.

Admission Requirements

The student must apply to, and meet all criteria for, admission to the Graduate School. In addition, applicants for the Master of Education in Elementary Education must meet all college requirements for admission and retention. Those include previous teaching experience or current certification to teach in Idaho or another state.

General Requirements: Program Curriculum

The M.Ed. degrees in Elementary and Secondary Education require advanced candidates to take coursework in the Core (research and writing, learning theories, elementary statistics, and technology), Educational Pedagogy (advanced teaching methods, advanced studies of K-12 curriculum, advanced studies of Elementary or Secondary education, and measurement and assessment), and a specific Subject Area (graduate electives in an approved content area).

Educational Core (A minimum of 9 credits)

- EDUC6601 Research and Writing 3 cr
- EDUC6602 Theories of Learning 3 cr
- EDUC6610 Applied Educational Statistics 3 cr
Educational Pedagogy (A minimum of 6 credits)

Select a minimum of 6 credits from the list below:

1. EDLT6616 Integration of Technology into School Curriculum 3 cr
2. EDUC6622 Educational Assessment And Evaluation 3 cr
3. EDUC6630 Advanced Elementary Methods 3 cr
4. EDUC 6641 Advanced Studies in K-12 Curriculum 3 cr
5. Or another advisor approved EDUC elective

Capstone Course (3 credits)

- EDUC6670 Seminar in Elementary Education 3 cr

Content Area (12 credits): See the graduate catalog for details regarding content/cognate areas.

See the current graduate catalog for more information about each of these courses. The catalog is available online at http://www.isu.edu/catalogs.shtml
Admission Requirements: Master of Education in Secondary Education

The 30-credit minimum non-thesis Master's degree in Secondary Education is a combination of pedagogy and content; designed for the secondary school teacher. This degree will permit the practicing teacher to acquire greater depth in STEM (or single subject mathematics, geology, physical science, or biology), ESL/TESOL, foreign language, English/language arts, history/social science, or another Idaho SBOE approved secondary subject matter certification or endorsement area.

1. The advanced secondary education professional, through the core curriculum and other course work, is expected to meet the core standards for advanced professionals.
2. The advanced secondary education professional is expected to meet Idaho Core Teacher Standards and National Board for Professional Teaching Standards Core Propositions.
3. The advanced secondary education professional is expected to extend their subject matter depth in STEM, (or single subject mathematics, geology, physical science, or biology), ESL/TESOL, foreign language, English/language arts, history/social science, or another Idaho SBOE approved elementary subject matter content certification or endorsement area.
4. The advanced secondary education professional is expected to utilize the knowledge of subject area concentration in specific applications and assessments within the educational methods curriculum.

Admission Requirements

The student must apply to, and meet all criteria for, admission to the Graduate School. In addition, applicants for the Master of Education in Secondary Education must meet all college requirements for admission and retention. Those include previous teaching experience or current certification to teach in Idaho or another state.

General Requirements: Program Curriculum

The M.Ed. degrees in Secondary Education require advanced candidates to take coursework in the Core (research and writing, learning theories, and elementary statistics), Educational Pedagogy (e.g., advanced teaching methods, advanced studies of K-12 curriculum, advanced studies of Secondary education, and measurement and assessment), and a specific Subject Area (graduate electives in an approved content area).

Educational Core (A minimum of 9 credits)

- EDUC6601 Research and Writing 3 cr
- EDUC6602 Theories of Learning 3 cr
- EDUC6610 Applied Educational Statistics 3 cr
Educational Pedagogy (A minimum of 6 credits)

Select a minimum of 6 credits from the list below:

6. EDLT6616 Integration of Technology into School Curriculum 3 cr
7. EDUC6622 Educational Assessment And Evaluation 3 cr
8. EDUC6631 Advanced Secondary Methods 3 cr
9. EDUC 6641 Advanced Studies in K-12 Curriculum 3 cr
10. Or another advisor approved EDUC elective

Capstone Course (3 credits)

- EDUC6671 Seminar in Secondary Education 3 cr

Content Area (12 credits): See the graduate catalog for details regarding content/cognate areas.

See the current graduate catalog for more information about each of these courses. The catalog is available online at http://www.isu.edu/catalogs.shtml
Expected Candidate Outcomes

The Master of Education in Elementary Education or Secondary Education are designed to advance the abilities of certificated teachers to meet the following program standards that are aligned with state and national teaching standards (See Table 1 for an outline of program level assessments).
COE Core Standards for Advanced Professionals

**Professional Studies and Research**
*The professional accesses, reads, and interprets the literature in his or her field and applies information from the research to professional practice.*

**Theoretical Foundations**
*The professional understands the theoretical foundations of the profession and applies knowledge of theoretical foundations to professional practice.*
# Revised Idaho Core Teacher Standards and The Framework for Teaching

**Core Teacher Education Standards**

**RICTS** = Revised Idaho Core Teacher Standards (InTASC 2011) = Core Teacher Standards  
**CSBT** = Core Standards for Beginning Teachers and Idaho Core Teacher Standards (2008) (foundation and Enhancement Standards still use these)

<table>
<thead>
<tr>
<th>Standards for Beginning Teachers</th>
<th>Framework for Teaching</th>
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</table>
| **RICTS #1 Learner Development.**  
CSBT 2 (ICTS 2): Knowledge of Human Development and Learning | Planning and Preparation:  
1b. Demonstrating Knowledge of Students  
1c. Setting Instructional Outcomes  
1e: Designing coherent instruction  
**Instruction**  
3e: Engaging students in learning |
| **RICTS #2 Learning Differences.**  
CSBT 3 (ICTS 3): Modifying Instruction for Individual Needs | Planning and Preparation:  
1b. Demonstrating Knowledge of Students |
| **RICTS #3 Learning Environments.**  
CSBT 5 (ICTS 5): Classroom Motivation and Management Skills | Classroom Environment  
2a: Creating an environment of respect and rapport  
2b. Establishing a Culture for Learning  
2c. Managing Classroom Procedures  
2d. Managing Student Behaviors  
2e. Organizing Physical Space  
3c: Engaging students in learning  
4b: Maintaining Accurate Records |
| **RICTS #4 Content Knowledge**  
CSBT 1 (ICTS 1): Knowledge of Subject Matter | Planning and Preparation:  
1a. Demonstrating Knowledge of Content and Pedagogy  
1e: Designing coherent instruction  
**Instruction**  
3c: Engaging students in learning |
| **RICTS #5 Application of Content.**  
CSBT 1 (ICTS 1): Knowledge of Subject Matter | **Instruction**  
3a. Communicating with Students  
3c. Engaging Students in Learning  
3e. Demonstrating Flexibility and Responsiveness |
| **RICTS #6 Assessment.**  
CSBT 8 (ICTS 8): Assessment of Student Learning | Planning and Preparation  
1f: Designing student assessments  
**Instruction and Assessment**  
3d: Using assessment in instruction |
<table>
<thead>
<tr>
<th>RICTS #7 Planning for Instruction.</th>
<th>Planning and Preparation,</th>
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<tr>
<td>CSBT 7 (ICTS 7): Instructional Planning Skills</td>
<td>1b: Demonstrating knowledge of students</td>
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<td></td>
<td>1c: Setting Instructional Outcomes</td>
</tr>
<tr>
<td></td>
<td>1d. Demonstrating knowledge of resources.</td>
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<td></td>
<td>1e: Designing coherent instruction</td>
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<th>RICTS #8 Instructional Strategies</th>
<th>Instruction and Assessment:</th>
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<tr>
<td>CSBT 4 (ICTS 4): Multiple Instructional Strategies</td>
<td>3b. Using Questioning and Discussion Techniques</td>
</tr>
<tr>
<td></td>
<td>3c. Engaging students in learning</td>
</tr>
</tbody>
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<th>RICTS #9 Professional Learning and Ethical Practice</th>
<th>Professional Responsibilities:</th>
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<tr>
<td>CSBT 9 (ICTS 9): Professional Commitment and Responsibility</td>
<td>4a. Reflecting on Teaching</td>
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<tr>
<td></td>
<td>4e. Growing and Developing Professionally</td>
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<td></td>
<td>4f. Showing Professionalism</td>
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<th>RICTS #18 Leadership and Collaboration.</th>
<th>Professional Responsibilities:</th>
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<td>CSBT 9 (ICTS 9): Professional Commitment and Responsibility</td>
<td>4c. Communicating with Families</td>
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<tr>
<td></td>
<td>4d. Participating in a Professional Community</td>
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<tr>
<td></td>
<td>4f. Showing professionalism</td>
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Program Level Assessments

As required by NCATE, the masters programs in Elementary and Secondary education will engage in pre-, interim and post-assessments of all candidates accepted into the program. The number of core and program assessments will range from 6 -8 and will collated to the program standards stated in this documents. Specifics for each assessment are detailed on the syllabus for the appropriate course.

See Table 1 for an outline of Program Level assessments
Program, College, and University Policy Statements

Grading Policy

A fair and consistent grading policy will be established by the instructor and stated on the course syllabus.

The following COE faculty approved grading scale is used each term:

- **A** 100% – 93%
- **A–** 92.9% – 90%
- **B+** 89.9% – 87%
- **B** 86.9% – 83%
- **B–** 82.9% – 80%
- **C+** 79.9% – 77%
- **C** 76.9% – 73%
- **C–** 72.9% – 70%
- **D+** 69.9% – 67%
- **D** 66.9% – 63%
- **F** 62.9% – 00%

Incompletes

Program instructors will state their policies related to incompletes on their syllabi.

Retention

Students must meet university, college, and program standards for grades, residency, time limits, and continuous enrollment.

University Policy on Academic Misconduct

All acts of dishonesty in any work constitute academic misconduct. Dishonest conduct is unacceptable. In cases of academic dishonesty, such as cheating or plagiarism, students will be dismissed from class, given failing grades or otherwise disciplined by the faculty member. Before students are allowed to repeat the course, they must submit a petition to, and obtain approval from, the Scholarship Requirements Committee or the designated official of the college having jurisdiction over the course. Faculty members are responsible for deciding academic dishonesty cases which occur in their classes, except when a case involves additional violation of University policies. Such other violations may be resolved under the Student Code of Conduct, Rights, Responsibilities and Judicial Structure or other
University Policy on Reasonable Accommodation for Students with Disabilities:

Our program is committed to all students achieving their potential. If you have a diagnosed disability, or believe you have a disability (e.g., physical, cognitive, emotional, etc.), that might require “reasonable accommodation” on the part of the instructor, please contact the Director, Center for Services of Students with Disabilities (282-3599), Gravely Hall, Room 123, as early as possible. As part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

See http://www.isu.edu/disabilityservices/ for additional information about services available to students, including online students.

Moodle Compliance Statement

Moodle 2.4 complies with all major international standards in the area of accessibility, including XHTML Strict 1.0. For more information on Moodle and its development, please visit the Moodle Overview webpage (http://docs.moodle.org/dev/Overview).

Equivalent Alternatives for Visual and Audio Content

Alternative means (files and links) for all video and audio files are provided in Moodle for the vision and hearing impaired learner. Additionally, learners may contact the ISU Disability Office to learn about additional technologies that will assist learning in this and other eISU courses.

1. Video files have a link to a text based file below them that offers the same content information as contained in the video.

2. Audio files have a link below them that offers the complete transcript of all instructor produced audio (podcast) files.
Resources for Online Learners

Accessing Program and Course Technologies

This program and its courses are offered through Moodle. Moodle works best with Firefox 4.0, Safari 5.0, or Chrome 11.0 browsers (or later versions of each). If you choose not to use one of these browsers, you might encounter issues within the Moodle classroom.

Some specific technology help is offered within the Start Here area of all program classes. If you have a serious technical issue, please contact ISU’s help desk at: http://help.isu.edu/index.php?action=contact&contact=contact

For most classes you will need Adobe Reader and Adobe Flash Player 10.3. If your computer doesn’t already have this software and/or are prompted for this download, you can go to the Adobe website (http://www.adobe.com/products) to download this free software. While not all videos provided are closed-captioned, text files are provided to serve as transcripts of the videos’ conceptual knowledge.

Netiquette

Internet etiquette guidelines for maintaining civilized, professional and effective communication in online environment and email exchanges should be followed at all times. We are all expected to demonstrate appropriate netiquette when interacting with one another. For more information about Netiquette, please refer to the following link:

http://networketiquette.net/

Student Support Services/Student Academic Services

As an online student at ISU you are entitled to the same level of services as provided to on campus and face-to-face learners. Please refer to the following ISU websites for additional information regarding those services (e.g., online library, testing center, academic advising, tutoring, counseling, etc.) provided to ISU students:

ISU Current Students Page: http://www.isu.edu/current.shtml (Links to all services)

Distance Library Services: http://www.isu.edu/library/distance/
Financial Aid: http://www.isu.edu/finaid/
Counseling & Testing: http://www.isu.edu/ctc/
Graduate School: http://www.isu.edu/graduate/
College of Education Online Learning Page: http://ed.isu.edu/collaborate/onlinelearning.shtml
Table 1. Program Assessments

**Program Areas- Masters in Elementary and Secondary Education**

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<tr>
<th>Description of Assessments</th>
<th>Admission to Program (n = 4)</th>
<th>Interim (n = 4)</th>
<th>Completion of Program (n = 4)</th>
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<tr>
<td>Undergraduate GPA</td>
<td>Theorizing Practices and Practicing Theories Paper (ED 6602)</td>
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<td>Teacher Certification or documentation of previous teaching experience</td>
<td>Standards Based Assessment: Data Analysis Portfolio (ED 6610)</td>
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<td>Graduate GPA</td>
</tr>
<tr>
<td>GRE/MAT score</td>
<td>Research Based Curriculum Project (ED 6630/6631)</td>
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<td>Graduate Student Exit Survey</td>
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Document Approved March 2011. Recent edits reflect mandatory changes at the state level (i.e., Danielson Framework and Revised Idaho Standards for Teachers).