**Program Report for the Preparation of Elementary School Teachers**

**Association for Childhood Education International (ACEI)**

ACEI 2001 STANDARDS - May be used through 2008 only; programs submitting program reports in 2009 and beyond must use the ACEI 2007 Revised Standards

**NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION**

### COVER SHEET

1. **Institution Name**
   
   Southeastern Oklahoma State University

2. **State**

   Oklahoma

3. **Date submitted**

   
   01 / 29 / 2009

4. **Report Preparer's Information:**

   - **Name of Preparer:** Susan Morrison  
     **Phone:** (580) 745-2092  
     **E-mail:** slmorrison@se.edu

   - **Name of Preparer:** Nancy Hill  
     **Phone:** (580) 745-2462  
     **E-mail:** nhill@se.edu

   - **Name of Preparer:** Toni Stiefer
5. NCATE Coordinator's Information:

Name:
Vivian Guarnera
Phone: Ext.
(580) 745-2608
E-mail:
vguarnera@se.edu

6. Name of institution's program

Elementary Education

7. NCATE Category

Elementary or Childhood Education

8. Grade levels\(^{(1)}\) for which candidates are being prepared

Elementary Grade 1 - 8

\(^{(1)}\) e.g. Early Childhood; Elementary K-6

9. Program Type

- Advanced Teaching
- First teaching license
- Other School Personnel
- Unspecified

10. Degree or award level
11. Is this program offered at more than one site?
   Yes
   No

12. If your answer is "yes" to above question, list the sites at which the program is offered

| Ardmore Higher Education Center, Adrmore, Oklahoma; Grayson County College, Denison, Texas; McCurtain County Branch Campus - Southeastern Oklahoma State University, Idabel, Oklahoma; Southeastern Oklahoma State University - Main Campus, Durant, Oklahoma; |

13. Title of the state license for which candidates are prepared

   Elementary Education

14. Program report status:

   Initial Review
   Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
   Response to National Recognition With Conditions

15. State Licensure requirement for national recognition:
NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?
   Yes
   No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of ACEI standards. (Response limited to 4,000 characters)

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)
3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)

4. Description of the relationship (2) of the program to the unit's conceptual framework. (Response limited to 4,000 characters)

(2) The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework.

5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system (3). (Response limited to 4,000 characters)

(3) This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

6. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

7. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

8. Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of Candidates Enrolled in the Program</th>
<th># of Program Completers (4)</th>
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(4) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.
9. Faculty Information
Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Highest Degree, Field, &amp; University&lt;sup&gt;(5)&lt;/sup&gt;</th>
<th>Assignment: Indicate the role of the faculty member&lt;sup&gt;(6)&lt;/sup&gt;</th>
<th>Faculty Rank&lt;sup&gt;(7)&lt;/sup&gt;</th>
<th>Tenure Track</th>
<th>Scholarship&lt;sup&gt;(8)&lt;/sup&gt;, Leadership in Professional Associations, and Service&lt;sup&gt;(9)&lt;/sup&gt;: List up to 3 major contributions in the past 3 years&lt;sup&gt;(10)&lt;/sup&gt;</th>
<th>Teaching or other professional experience in P-12 schools&lt;sup&gt;(11)&lt;/sup&gt;</th>
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</table>

(5) e.g., PhD in Curriculum & Instruction, University of Nebraska.
(6) e.g., faculty, clinical supervisor, department chair, administrator
(7) e.g., professor, associate professor, assistant professor, adjunct professor, instructor
(8) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.
(9) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.
(10) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.
(11) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the ACEI standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. Please provide following assessment information (Response limited to 250 characters each field)

<table>
<thead>
<tr>
<th>Type and Number of Assessment</th>
<th>Name of Assessment&lt;sup&gt;(12)&lt;/sup&gt;</th>
<th>Type or Form of Assessment&lt;sup&gt;(13)&lt;/sup&gt;</th>
<th>When the Assessment Is Administered&lt;sup&gt;(14)&lt;/sup&gt;</th>
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<tbody>
<tr>
<td>Assessment #1: Licensure assessment, or other content-based assessment (required)</td>
<td>OSAT is taken prior to admission to student teaching.</td>
<td>Licensure Tests</td>
<td>OPTE is taken during student teaching.</td>
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<td>Assessment #2: Assessment of content knowledge in elementary education (required)</td>
<td>Grades in Content Courses - English, Language Arts, Math, Science and Social Studies</td>
<td>Content-based Assessment</td>
<td>Grades are collected in required courses prior to admission to teacher education.</td>
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<td>Assessment #3: Assessment of candidate ability to plan instruction (required)</td>
<td>Lesson Plans from Content Methods Classes</td>
<td>Assessment of candidate ability to plan instruction</td>
<td>ELED 3223, ELED 4323, HPER 3553, MATH 4703, SCIE 3123, THTR 4803</td>
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<tr>
<td>Assessment #4: Assessment of student teaching (required)</td>
<td>Summative Assessment completed by mentor teachers</td>
<td>Assessment of Student Teaching</td>
<td>During EDUC 4919 - Teaching Experiences in Elementary Education</td>
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<tr>
<td>Assessment #5: Assessment of candidate effect on student learning (required)</td>
<td>Teacher Work Sample</td>
<td>Candidate Effect on Student Learning</td>
<td>During Educ 4919 - Teaching Experiences in Elementary Education</td>
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<td>Assessment #6: Additional assessment that addresses ACEI standards (required)</td>
<td>Content Lesson</td>
<td>Class Project</td>
<td>ELED 3433 - Reading II</td>
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<td>Assessment #7: Additional assessment that addresses ACEI standards (optional)</td>
<td>Tutoring Project</td>
<td>Case Study</td>
<td>ELED 4443/4981 Diagnosis and Remediation of Reading Difficulties</td>
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<td>Assessment #8: Additional assessment that addresses ACEI standards (optional)</td>
<td>Assessment of Students with Briganne and CLAY</td>
<td>Case Study</td>
<td>ELED 2213 - Foundations of Literacy</td>
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(12) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
(13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
(14) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

**SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS**
For each ACEI standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple ACEI standards.

### 1. DEVELOPMENT, LEARNING AND MOTIVATION

1. DEVELOPMENT, LEARNING AND MOTIVATION—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

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### 2. CURRICULUM STANDARDS

2.1 English language arts—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

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2.2 Science—Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.

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2.3 Mathematics—Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.

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2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas — to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

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2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.

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2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

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</table>
2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary students.

2.8 Connections across the curriculum—Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.

### 3. INSTRUCTION STANDARDS

<table>
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<tr>
<th>3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.</th>
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<tr>
<td>3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.</td>
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<tr>
<td>3.3 Development of critical thinking, problem solving, performance skills—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills.</td>
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<tr>
<td>3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.</td>
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<tr>
<td>3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.</td>
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4. ASSESSMENT FOR INSTRUCTION—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

5.1 Practices and behaviors of developing career teachers—Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.

5.2 Reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.3 Collaboration with families—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children.
SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE’s unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
   (a) the assessment tool or description of the assignment;
   (b) the scoring guide for the assessment; and
   (c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be avail

1. ACEI standards addressed in this entry could include but are not limited to 2.1-2.8. If your state does not require licensure tests or professional examinations in the content area, data from
another assessment must be presented to document candidate attainment of content knowledge. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

| ELED Assessment #1 Update.doc |

See Attachments panel below.

2. ACEI standards addressed in this entry could include but are not limited to Standards 2.1-2.8. **Assessments that address Standards 2.1-2.4 are required.** (The assessments of the different content areas of elementary education may entail multiple attachments; however, they will be considered in their entirety as Assessment #2.) Examples of assessments include comprehensive examinations, course grades from content fields, and portfolio tasks. 15. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

(15) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included

3. ACEI standards that could be addressed in this assessment include but are not limited to 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.4. **Assessments that address Standards 2.1-2.4 are required.** (The assessments that address planning of instruction in the content areas of elementary education may entail multiple attachments; however, they will be considered in their entirety as Assessment #3.) Examples of assessments include the evaluation of candidates’ abilities to develop lesson or unit plans or individualized educational plans (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

| ELED Assessment #3 Narrative Revised.doc | ELED Assessment #3 revised.doc |

See Attachments panel below.

4. ACEI standards that could be addressed in this assessment include but are not limited to 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.4. The assessment instrument used in student teaching and the internship should be submitted. ACEI standards that could be addressed in this assessment include but are not limited to 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.4 (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

5. ACEI standards that could be addressed in this assessment include but are not limited to 2.1-2.8, and 3.1. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV
6. Additional assessment that addresses ACEI standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

7. Additional assessment that addresses ACEI standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

8. Additional assessment that addresses ACEI standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

See Attachments panel below.

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. Describe what changes or additions have been made in response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at http://www.ncate.org/institutions/process.asp?ch=4

(Response limited to 24,000 characters.)

The following conditions will be addressed in the response to conditions report: 2.5 - 2.7 Candidates performance on Subject Area tests and Unit Lesson Planning demonstrated a lack of knowledge for
Standards 2.5-2.7, Standard 2.2 Science lesson plan rubric and instructions for creating a lesson plan need clarification. Subject area scores on the Oklahoma subject Area Test, OSAT, provide evidence for a lack of content knowledge demonstrated by candidates. Strategies to address this deficiency should be clearly delineated, Standard 3.3 The assessment candidates' critical thinking and problem solving skills needs to be integrated into applicable assessment/s and Standard 5.2 A plan of action for monitoring student reflection and evaluation should be created and implements.

Assessment 1 - This assessment has been updated with information from 2007-08 test scores to demonstrate the increase in the teacher candidates sub test scores. The intense training of adjunct faculty and the addition of full-time faculty at all sites have been the components utilized to increase the test scores.

Assessment 3 - A common rubric has been developed to be utilized by faculty in the science methods course, health and physical education methods course, math methods course, and fine arts methods course. This will ensure the assessment of Standard 3.3 - critical thinking and problem solving skills and Standard 5.2 - reflection in all academic content areas. In addition, the rubrics in social studies methods and language arts methods have been revised to assess the utilization of the arts in the content areas.

Assessment 8 - This assessment was replaced with the assessment case study which candidates complete in ELED 2213 - Foundations of Literacy. This further supports the program's assessment of Standard 5.2 - reflection.

In addition, in Section II the list of assessments has been revised to include a new assessment for Assessment 8. Section III has been revised to reflect the relationship of the assessments to the standards with the inclusion of a different Assessment 8.

Please click "Next"

This is the end of the report. Please click "Next" to proceed.