

# Program Report for the Initial Preparation of Middle Level Educators

## National Middle School Association(NMSA)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

### COVER SHEET

#### 1. Institution Name

Arkansas State University

#### 2. State

Arkansas

#### 3. Date submitted

MM DD YYYY

09 / 15 / 2008

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

Name of Preparer:

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#### 6. Name of institution's program

Middle Level Education

#### 7. NCATE Category

Middle School Education

**8. Grade levels<sup>(1)</sup> for which candidates are being prepared**

4-8

(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**

- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

**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**

Arkansas State University at Mountain Home  
Arkansas State University at Beebe

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

Middle Childhood/Early Adolescence 4-8

**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 NMSA standards. (Response limited to 4,000 characters)**

The Bachelor of Science Degree in Middle Level Education (BSE MLED) at Arkansas State University (ASU) is an integral part of the Department of Teacher Education. The Department of Teacher Education (TE) trains pre-professionals for state Licensure in either grades PK-4 (Early Childhood Education) or grades 4-8 (Middle Level Education), and provides service courses for pre-professionals in secondary content fields (7-12). Arkansas state university is a regional service institution with strong programs in teacher education, nursing, business, and a growing research program in the sciences ASU serves a region of the Mississippi Delta in Arkansas extending about 70 miles from the main campus at Jonesboro and including major branches at two affiliated community colleges. The MLED program is delivered on the main campus and currently at ASU-Beebe and ASU-Mountain Home; thus, extending the service radius to between 120 and 150 miles from the main campus. MLED programs at Beebe and Mountain home are delivered as Two plus Two programs with the community colleges providing the initial two years of instruction and the main campus delivering the remaining two years on site.

The BSE in MLED program was created in response to initiatives from the Arkansas Department of Education with a starting date in 2001. Arkansas is one of the states that have an agreement with NMSA regarding the composition of teacher education programs. Arkansas requires a broader based content field inclusion and licenses middle level teachers as generalist in grades 4-8 allowing them to teach math, science, social science, or language arts. The content requirement as stipulated following an audit of the BSE program in 2006 is for a minimum of 12-15 hours in each of the four content fields and for a minimum of 18 total hours in two of those fields to develop a greater degree of specialization.

Candidates must elect either a math/science specialty or a language arts/social science specialty. Middle Level teacher candidates at ASU progress through a program which integrates the nature and needs of young adolescents with current research-proven pedagogy for effectively teaching young adolescents. Features of the program include an examination of the philosophical and sociological foundations of education, young adolescent growth and development, middle grades methodology, and middle grades curriculum and organization, the use of educational technology in teaching, as well as opportunities to interact in school settings with faculty members and young adolescents from diverse backgrounds.

The MLED Program shares five common or core courses with other programs and include: MLED 2022 introduction to Education; MLED 3033 Effective Teaching Strategies a general teaching methods course: MLED 3083 Integrating Technology into the Curriculum; MLED 3023 Assessing and Evaluating of Student Learning ; and MLED 4063 Social Foundations of Education. The core allows for a common foundation to all teacher education programs; however, within the core courses, assignments are focused on the candidates major (either MLED or Early Childhood). Courses specifically designed for training candidates to teach young adolescents form a solid major. These courses include: MLED 3003 Nature and Needs of the Middle Level Learner, MLED 3013 Literacy through Literature in the Middle Grades; MLED 3073 Key Issues for Teaching in the Middle Grades; two integrated content methods for the middle grades: MLED 4013 Methods and Materials for Teaching Language Arts and Social Studies in the Middle Grades and MLED 4023 Methods and Materials for Teaching Math and Science in the Middle Grades; an extended field experience in middle grades practice MLED 4034; and an internship in the middle grades.

A copy of the candidate program of study in the form of Program Check Sheets is attached for each area of specialty: Math/Science or Language Arts/Social Studies

**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)**

There are three primary clinical experiences included in the MLED program, culminating with a full semester of internship. The first experience is linked to the Introduction to Teaching course and requires thirty hours of specific field experiences primarily of an observational and reflective nature. MLED 4034 Classroom Management with Curricular Applications: Field II is a specific field experience course that provides 120-150 hours of structured field experiences in public school settings. Candidates complete course work related to classroom management including case study analysis of management problems. They then complete two five-week half day placements in middle grades classrooms of at least 60 hours each. During the field experience candidates develop and teach content lessons, assess student learning, reflect on classroom practices, develop a classroom management plan, and engage in professional behaviors relevant to the assignments. Several measures are used including teaching critiques, performance rubrics, and analysis of reflective practice.

The Internship is divided into two 8 week placements in the students' content field emphasis as much as is possible. One placement is in grades 4 or 5. The other is in grades 6-8. A candidate may be assigned to one placement in grade 4 provided they have not been assigned to grade 4 for Field II. Interns complete two specific portfolios containing artifacts that assess teaching performance, professional behaviors, and specific tasks aligned with the NMSA Standards as may be seen in the section on assessments.

Six additional courses require some form of field experience or clinical work. These experiences are keyed to the specific courses and include:

MLED 3003 Nature and Needs of the Middle Level Learner-an observational case study of early adolescent behaviors

MLED 3013 Literacy Through Literature for the Middle Grades-a four hour clinical experience sharing literature with students

MLED 3033 Effective Teaching Strategies-a five hour micro-teaching clinical experience

MLED 3073 Key Issues for Teaching in the Middle Grades-ten clock hours of field work including structured interviews of public school teachers

MLED 4013 Methods and Materials for Teaching Language Arts and Social Studies in the Middle Grades and

MLED 4023 Methods and Materials for Teaching Math and Science in the Middle Grades-three clock hours of teaching activity correlated with MLED 4034.

See the attached table: MLED Field Experiences for additional information.

**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)**

Admission into the Teacher Education program requires students to score a minimum of 172 on language, 173 on writing and 171 on mathematics batteries of the Pre-professional Skills Test (PPST). Candidates are also required to have a minimum GPA in all coursework of 2.5 and have at least a grade of "C" in ENG 1003 Freshman English I, ENG 1013 Freshman English II, MATH 1023 College Algebra, ECH/MLED 2002 Intro to Educational Technology, ECH/MLED 2022 Introduction to Teaching or SCED2514 Introduction to Secondary Teaching, and SCOM 1203 Oral Communications or their equivalents from another university/college. Candidates are only eligible after completing a minimum of 30 semester hours. Furthermore, they must complete an evaluation of Career Decision Awareness and they must also submit their philosophy of education. Finally, candidates are interviewed by a committee of faculty to insure that they meet admission criteria.

In order to remain in good standing in the Teacher Education Program, candidates must maintain a grade

point average of 2.5 (minimum 3.0 grade point average in all course work required for Program of Study candidates) and earn a minimum of “C” on all professional education courses. Furthermore, a minimum grade of “C” is required on all content courses used in the speciality areas.

Candidates must meet the following performance requirements in order to be validated for teaching internship:

1. Be admitted into the teacher education program
2. Senior standing with a minimum of 90 semester hours
3. Completion of all professional education/major courses with the exception of the teaching internship courses.
4. Attain a minimum grade point average of 2.5 in all course work and a minimum grade point average of 2.5 in the major area (minimum 3.0 grade point average in all course work required for Program of Study candidates and a minimum of a 3.0 grade point average in the major area)
5. A medical examination report must be presented at the time of application
6. Attend the orientation sessions for the teaching internship
7. Verification of no conviction of a felony or other crimes specified in Arkansas Code Act 1310 of 1995 and Act 1313 of 1997.

In order to complete the program, candidates must successfully complete their teaching internship. The teaching internship requires the candidate to function in the total teaching role by maintaining and performing all functions and activities normally performed by the clinical supervisor. The intern assumes these activities for no less than 3 weeks for an 8-week placement. During the teaching internship the candidate is also required to keep an electronic portfolio. Finally, the teaching internship requires candidates to complete the appropriate Praxis II Series Test required for licensure.

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

Current thinking reflects a focus upon individuality and contextually to a degree not found in earlier views of education. Greater awareness of diversity and the growing need to respond to diversity issues in a manner that allows greater incorporation of disparate groups into society's mainstream has become a major focus of society. Juxtaposed with these cultural concerns, psychological and biological research efforts are unlocking the structures and processes of the brain. Growing understanding of the links between learning, the environment, and human growth will demand greater educational responsiveness to the individual and individual needs.

In response, the BSE in Middle Level Education at Arkansas State University is building upon the solid research base of the emerging professional educator; these outcomes reaffirm the need for understanding the foundations of society while also affirming the need to respond to society's growing complexity. Viewed as transitional, these outcomes reflect an intermediate stage in program development by providing greater clarity to the intentions of the program in relation to its students. However, further exploration and reflection will lead to a greater refinement of program outcomes which will produce a better integration of students into society and a greater alignment with developing professional standards. With the understanding that the initial level of preparation is the beginning of the personal and professional formation of an educator, the theme for our conceptual framework is learning to Teach, Teaching to Learn. Our strong relationship with clinical supervisors and public schools enables us to cooperatively work toward assisting candidates develop the skills, knowledge and dispositions identified in our conceptual framework.

Correlations are shown below.

Arkansas State University  
Conceptual Framework for Teacher Education

## Learning to Teach-Teaching to Learn

1. **PROFESSIONALISM:** The teacher candidate behaves in a professional, ethical, and legal manner. Correlates with NMSA Standard 7.
2. **DIVERSITY:** The teacher candidate develops a positive teaching-learning environment where all students are encouraged to achieve their highest potential. Correlates with NMSA Standards 1 and 6
3. **COMMUNICATION SKILLS:** The teacher candidate demonstrates effective communication skills. Correlates with NMSA Standards 5, 6, and 7.
4. **CURRICULUM:** The teacher candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives. Correlates with NMSA Standards 2, 3, 4, 5.
5. **SUBJECT MATTER:** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. Correlates with NMSA Standards 3, 4, and 5.
6. **TEACHING MODELS:** The teacher candidate implements a variety of teaching models. Correlates with NMSA Standards 3 and 5.
7. **CLASSROOM MANAGEMENT:** The teacher candidate utilizes appropriate classroom management strategies. Correlates with NMSA Standards 1, 5, and 6.
8. **ASSESSMENT:** The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustment in learning activities. Correlates with NMSA Standards 1, 3, and 5.
9. **REFLECTIVE TEACHING:** The teacher candidate reflects on teaching and learning. Correlates with NMSA Standards 1, 3, 4, 5, 6, and 7.

Please see the attached chart: Correlation of NMSA Standards to the LTTL Frameworks for additional information

(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<sup>(3)</sup>. (Response limited to 4,000 characters)**

In an effort to assess candidates and the program based on authentic performance, the Department of Teacher Education at ASU utilizes an assessment system characterized by multiple evaluations, including standardized test score data from the Praxis II Series, performance on course standards including statements of philosophy and case study evaluations, and compilations of artifacts in five portfolios. All measures are unique to the Middle Level Program except the internship assessment formative and summative assessments which are used in all teacher education programs. Otherwise all portfolio assessments are tailored to the standards of NMSA.

The assessment process has been one of learning by both faculty and students. As faculty understanding of the requirements of NMSA standards and how best to assess them has grown, modifications in the assessment process and improvements in rubrics have been made. Essential measures of the learning and teaching process and the ability of candidates to plan, teach, and assess meaningful instruction are

assesses through collections of reflective teaching episodes, supervisors' assessments of candidate lessons taught in the public schools, and the overall ability to plan appropriate instruction. Assessment rubrics were cooperatively developed and, when needed, modified by faculty work teams.

(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. 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.)**

|   |   |
|---|---|
| Candidate Program of Study for Math and Science | Candidate Program of Study for Language Arts and Social Studies |
|---|---|

See **Attachments** panel below.

**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.**

|                        |   |
|------------------------|---|
| MLED Field Experiences | Correlation of the NMSA Frameworks to the LTTL Frameworks |
|------------------------|---|

See **Attachments** panel below.

### 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.**

| Program:<br>Middle Level Education<br>Arkansas State University at Jonesboro<br>All majors at all levels are included |   |  |
|---|---|--|
| Academic Year   | # of Candidates Enrolled in the Program | # of Program Completers <sup>(4)</sup> |
| 2005-2006   | 179                                     | 30                                     |
| 2006-2007   | 160                                     | 24                                     |
| 2007-2008   | 201                                     | 28                                     |

| Program:<br>Middle Level Education<br>Arkansas State University at Beebe<br>Candidates at Beebe are only counted on entering the Junior Year Prior to that they are advised by the community college. |   |  |
|---|---|--|
| Academic Year   | # of Candidates Enrolled in the Program | # of Program Completers <sup>(4)</sup> |

|           |    |    |
|-----------|----|----|
| 2005-2006 | 55 | 21 |
| 2006-2007 | 46 | 32 |
| 2007-2008 | 31 | 13 |

| Program:<br>BSE Middle Level Education<br>Arkansas state University-Mountain Home<br>Candidates at Mountain Home are only counted on entering the Junior Year Prior to that they are advised by the communit college. |   |  |
|---|---|--|
| Academic Year   | # of Candidates Enrolled in the Program | # of Program Completers <sup>(4)</sup> |
| 2005-2006   | 27                                      | 11                                     |
| 2006-2007   | 25                                      | 14                                     |
| 2007-2008   | 19                                      | 09                                     |

(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.**

|   |  |
|---|--|
| Faculty Member Name   | JaneMarie Dewailly   |
| Highest Degree, Field, & University <sup>(5)</sup>  | ED. S in Reading Florida State University  |
| Assignment: Indicate the role of the faculty member <sup>(6)</sup>  | Faculty  |
| Faculty Rank <sup>(7)</sup>   | Instructor   |
| Tenure Track  | <input type="checkbox"/> YES   |
| Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> : List up to 3 major contributions in the past 3 years <sup>(10)</sup> | Presented at Arkansas State University Education Renewal Zone-2008 Special Education Summit Society for Information Technology and Teacher Education, Las Vegas 2008 President Elect Crowley's Ridge Reading Council |
| Teaching or other professional experience in P-12 schools <sup>(11)</sup>   | 2006-07 taught grades 4 – 8 Title I and special education Current licensure: P-4 Early Childhood, 5-6 endorsement, K-12 Reading, K-12 Special Education  |

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|--|--|
| Faculty Member Name  | Sue Anslem   |
| Highest Degree, Field, & University <sup>(5)</sup>                 | MSE Curriculum and Instruction, Arkansas State University; MSE School Psychology, University of Central Ark. |
| Assignment: Indicate the role of the faculty member <sup>(6)</sup> | Faculty  |
| Faculty Rank <sup>(7)</sup>  | Instructor   |
| Tenure Track   | <input type="checkbox"/> YES   |
| Scholarship <sup>(8)</sup> , Leadership in                         |  |



|   |   |
|---|---|
| Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup> | Presented at Phi Delta Kappa Future Educators Association 2008 Co-president, Twin Lakes chapter Phi Delta Kappa 36 hours completed toward Ph.D. in Curriculum and Instruction |
| Teaching or other professional experience in P-12 schools <sup>(11)</sup>   | Intern supervision K – 8 Current licensure: K-12 Special Education  |

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|--|--|
| Faculty Member Name  | Thomas J. Fiala  |
| Highest Degree, Field, & University <sup>(5)</sup>   | Ph. D. History and Social Foundations of Education, Ball State University  |
| Assignment: Indicate the role of the faculty member <sup>(6)</sup>   | Faculty  |
| Faculty Rank <sup>(7)</sup>  | Associate Professor  |
| Tenure Track   | <input checked="" type="checkbox"/> YES  |
| Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup> | Paper presentations past 3 years include American Educational Studies Association, History of education, and European Teacher Education Network. COE representative ETEN 2006-2008 Papers published by European Teacher Education Network a. John Dewey and Multicultural Education in a Global Society, and b. The Separation of Church and State in a Democracy: Religion and Prayer in Public Schools |
| Teaching or other professional experience in P-12 schools <sup>(11)</sup>  | Clinical Supervisor/teacher Internship ECH and MLED  |

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|--|---|
| Faculty Member Name  | Joanna Grymes   |
| Highest Degree, Field, & University <sup>(5)</sup>   | Ph.D., Family and Child Development, Virginia Tech  |
| Assignment: Indicate the role of the faculty member <sup>(6)</sup>   | Faculty   |
| Faculty Rank <sup>(7)</sup>  | Associate Professor   |
| Tenure Track   | <input checked="" type="checkbox"/> YES   |
| Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup> | Chair, Arkansas Early Childhood Professional Development Steering Committee (through Arkansas Division of Child Care and Early Childhood Education) Presented at the NAEYC Annual Conference past 3 years Arkansas Representative to the Southern Early Childhood Association |
| Teaching or other professional experience in P-12 schools <sup>(11)</sup>  | Work sampling system mentor (on site) for state funded prekindergarten programs; Professional development on Ounce and Work Sampling System assessments for state funded prekindergarten program staff  |

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|--|--|
| Faculty Member Name  | Natalie Johnson-Leslie   |
| Highest Degree, Field, & University <sup>(5)</sup>                 | Ph.D.s, 1)Educational leadership and Policy Studies and 2)Curriculum Instructional Technology, Iowa State University |
| Assignment: Indicate the role of the faculty member <sup>(6)</sup> | Faculty  |
| Faculty Rank <sup>(7)</sup>  | Assisstent Professor   |

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|--|---|
| Tenure Track   | <input checked="" type="checkbox"/> YES   |
| Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup> | Presented at the International Society for Technology in Teacher Education (SITE) annual conference for the past 3 years Lead critical professional development activities in area schools Wrote a successful grant "Together we Teach: Reading and Writing Across Content Areas" |
| Teaching or other professional experience in P-12 schools <sup>(11)</sup>  | Worked with 17 schools in the Great Rivers Educational Cooperative Services providing professional development to teachers; Iowa Community College licensure  |

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|--|---|
| Faculty Member Name  | Dianna Williams   |
| Highest Degree, Field, & University <sup>(5)</sup>   | Ed. D., Curriculum and Instruction/ Educational Technology, University of Nevada, Las Vegas   |
| Assignment: Indicate the role of the faculty member <sup>(6)</sup>   | Faculty   |
| Faculty Rank <sup>(7)</sup>  | Associate Professor   |
| Tenure Track   | <input checked="" type="checkbox"/> YES   |
| Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup> | Presented at national conferences including ATE and ACEI Presented at Society for Information Technology and Teacher Education 2006, 2007, 2008 Obtained a grant of over \$ 400,000.00 to provide instructional software for area teachers and students |
| Teaching or other professional experience in P-12 schools <sup>(11)</sup>  | Technical editor of Sparks: Children's Book Review Journal (beginning our 6th year) Public School Teacher Staff development for public school teachers demonstrating softwear.  |

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| Faculty Member Name  | Tonja Fillippino   |
| Highest Degree, Field, & University <sup>(5)</sup>   | Ed. D. in Curriculum & Instruction, University of Louisiana at Monroe  |
| Assignment: Indicate the role of the faculty member <sup>(6)</sup>   | Faculty, MLEd Program Coordinator (2008-2009), Site Coordinator ASU-Beebe  |
| Faculty Rank <sup>(7)</sup>  | Assistent Professor  |
| Tenure Track   | <input checked="" type="checkbox"/> YES  |
| Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup> | Three published journal articles Towery, R, Lawler-Prince, D, Stewart, P, Fillippino, T and Meeks, G. (2007) Partnership schools: Learning from the past and reaching for the future. Southeastern regional Association of Teacher Educators, St. Louis, MO. Towery, Ron, Meeks, Gregory B. & Fillippino, Tonja. (2006) Collaborative assessment in field experience partnerships. National Middle School Conference, Nashville, TN. |
| Teaching or other professional experience in P-12 schools <sup>(11)</sup>  | Internship Supervision 2003-2008 Field II Supervision 2007 Non-traditional teacher training for the Arkansas Department of Education 2007-2008   |

|  |                                  |
|--|----------------------------------|
| Faculty Member Name                                | Freddie Jo Jones                 |
| Highest Degree, Field, & University <sup>(5)</sup> | M Ed History, Harding university |
| Assignment: Indicate the role                      |                                  |

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|--|---|
| of the faculty member <sup>(6)</sup>   | Faculty   |
| Faculty Rank <sup>(7)</sup>  | Instructor  |
| Tenure Track   | <input type="checkbox"/> YES  |
| Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup> | Presented at the Arkansas Association of College for Teacher Education Spring Conference, April 2007, April 2008 Presented at the Arkansas Association of Teacher Educators Fall Conference, September 2007 Presented at the Arkansas Early Childhood Association Fall Conference, October 2007 |
| Teaching or other professional experience in P-12 schools <sup>(11)</sup>  | University supervisor- pre-interns and interns ECH P/4 majors in elementary schools and pre-interns and interns Mid-Level majors in middle and junior high schools Current Arkansas licensure: science and social studies, 5-8; social studies, life/earth science, 7-12                        |

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|--|--|
| Faculty Member Name  | Dixie K. Keyes   |
| Highest Degree, Field, & University <sup>(5)</sup>   | Ed. D., Curriculum & Instruction, University of Houston  |
| Assignment: Indicate the role of the faculty member <sup>(6)</sup>   | Faculty, Partnership School University Liaison, and University Supervisor  |
| Faculty Rank <sup>(7)</sup>  | Assistant Professor  |
| Tenure Track   | <input checked="" type="checkbox"/> YES  |
| Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup> | AERA (presented twice); served on Best Dissertation Award committee for my SIG, Narrative Research and chaired a session NCTE (presented once) ALAN – Assembly on Literature for Adolescents for NCTE(State representative for the national organization) ACTELA – Arkansas Council for Teachers of English Language Arts (board member) |
| Teaching or other professional experience in P-12 schools <sup>(11)</sup>  | 13 years teaching 6-12 English Language Arts; 1 year as a Reading Specialist/Literacy Coach. Am certified/licensed to teach ELA 6 -12; ESL 6-12; and Reading Specialist K-12.  |

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|--|---|
| Faculty Member Name  | Mark McJunkin   |
| Highest Degree, Field, & University <sup>(5)</sup>   | Ed. D. Curriculum and Instruction Oklahoma State University   |
| Assignment: Indicate the role of the faculty member <sup>(6)</sup>   | Faculty   |
| Faculty Rank <sup>(7)</sup>  | Assistant Professor   |
| Tenure Track   | <input checked="" type="checkbox"/> YES   |
| Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup> | 2007 Meeks, G., & McJunkin, M. Dimensions of Classroom Management. Interact, International Journal. 11 pages. Published. 2007 Malinsky, M., Ross, A., McJunkin, M., Pannells, T. Math Anxiety in Pre-Service Elementary School Teachers, 6 pages. Education, Vol 127, #2, 2007 McJunkin, M. Rook, J. and Churchman, K. Integrating Science and Math Through Aerospace Activities. Arkansas Curriculum Conference. Closing the Achievement Gap. Peabody Hotel and Statehouse Convention Center, Little Rock, Arkansas, November 1-2. |
| Teaching or other professional experience in P-12 schools <sup>(11)</sup>  | Middle grades Teacher Grades 5 and 6 University Supervisor of Interns Organizer and Judge, Arkansas District Science Fairs  |

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|--|--|
| Faculty Member Name  | Greg Meeks   |
| Highest Degree, Field, & University <sup>(5)</sup>   | Ph. D. Curriculum and Instruction, University of North Texas   |
| Assignment: Indicate the role of the faculty member <sup>(6)</sup>   | Assistant Department Chair Faculty   |
| Faculty Rank <sup>(7)</sup>  | Associate Professor  |
| Tenure Track   | <input checked="" type="checkbox"/> YES  |
| Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup> | Meeks, Gregory B. (2007). The relationship between global perspective and global education. International Journal of Arts and Sciences. 2007. 2(1), 38-40. 6 Presentations including The National Middle School Association, Association of Teacher Educators, and Southeast Regional Association for Teacher Educators. |
| Teaching or other professional experience in P-12 schools <sup>(11)</sup>  | Middle Grades Principal PDS Liaison School Superintendent  |

|  |  |
|--|--|
| Faculty Member Name  | Ann Ross   |
| Highest Degree, Field, & University <sup>(5)</sup>   | Ed. D. Curriculum and Instruction University of Memphis  |
| Assignment: Indicate the role of the faculty member <sup>(6)</sup>   | Faculty  |
| Faculty Rank <sup>(7)</sup>  | Associate Professor  |
| Tenure Track   | <input checked="" type="checkbox"/> YES  |
| Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup> | Grant totaling over \$100,000.00 for improving math instruction for middle grade teachers. 2007 Malinsky, M., Ross, A., McJunkin, M., Pannells, T. Math Anxiety in Pre-Service Elementary School Teachers, 6 pages. Education, Vol 127, #2, Presenter at National Council of Teachers of Science, Association for Early Childhood Education International. |
| Teaching or other professional experience in P-12 schools <sup>(11)</sup>  | Middle Grades Teacher: 6-9 Science Extensive Staff Development work in 5-8 grade public schools PDS Partner School Liaison   |

|  |   |
|--|---|
| Faculty Member Name  | Paula Stewart   |
| Highest Degree, Field, & University <sup>(5)</sup>   | Ph. D. in Curriculum & Instruction, Univ. of Arkansas   |
| Assignment: Indicate the role of the faculty member <sup>(6)</sup>   | Site Coordinator ASU-Mountain Home Faculty  |
| Faculty Rank <sup>(7)</sup>  | Assistant Professor   |
| Tenure Track   | <input checked="" type="checkbox"/> YES   |
| Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup> | Presentations at European Teacher Education Network, 2007 & 2008. (3), later published as Journal Articles Presentations at ATE & ACEI 2008 (5) ASU Diversity Committee Secretary |
| Teaching or other professional experience in P-  | Supervision MLED Field II & Internship 2002-2008 Program Coordinator, ASU Mt. Home  |

|                            |  |
|----------------------------|--|
| 12 schools <sup>(11)</sup> |  |
|----------------------------|--|

|   |   |
|---|---|
| Faculty Member Name   | Ron Towery  |
| Highest Degree, Field, & University <sup>(5)</sup>  | Ed. D. Curriculum and Instruction Mississippi State University  |
| Assignment: Indicate the role of the faculty member <sup>(6)</sup>  | MLED Program Coordinator (2001-2008) Faculty  |
| Faculty Rank <sup>(7)</sup>   | Professor   |
| Tenure Track  | <input checked="" type="checkbox"/> YES   |
| Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> : List up to 3 major contributions in the past 3 years <sup>(10)</sup> | Member Partnership Special Program Area of The Association of Teacher Educators Thirteen presentations over the past three years at The National Middle School Association, The Association for Teacher Educators, The Association for Childhood Education International, and The Southeastern Association of Teacher Educators Member Association for Childhood Education Later Childhood, Early Adolescent Committee. |
| Teaching or other professional experience in P-12 schools <sup>(11)</sup>   | University Supervisor for Student Internships, Grades 4-8; University liaison Professional Development Schools grades 4-6. Staff Development for Public School Teachers: Integrating Math, Science, and Reading   |

(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 NMSA 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)

| Type and Number of Assessment   | Name of Assessment (12)                           | Type or Form of Assessment (13) | When the Assessment Is Administered (14)                          |
|---|---|---------------------------------|---|
| Assessment #1: Licensure assessment, or other content-based assessment (required) | Praxis II Principles of Learning and Teaching 5-9 | State Licensure Test            | During Student Teaching Internship Semester Ii of the Senior Year |
| Assessment #2: Content knowledge  | Praxis II Middle                                  |                                 | During Student Teaching   |

|   |  |   |   |
|---|--|---|---|
| in middle level childhood education (required)  | School Content Knowledge (Generalist)  | State Licensure Test  | Internship Semester II of the Senior Year   |
| Assessment #3: Candidate ability to plan implement appropriate teaching and learning experiences (required) | MLED Portfolio III: Field Experiences Portfolio from MLED 4034 Classroom Management with Curriculum Applications: Field Experiences II | Portfolio: Includes evaluations of teaching performance, planning, professional behaviors, and student reflections on practice.   | During the completion of MLED 4034 Classroom Management with Curriculum Applications: Field Experiences II                                  |
| Assessment #4: Student teaching or internship (required)  | MLED Portfolio IV Student Teaching Internship Portfolio:   | Portfolio: Includes evaluations of teaching practice, planning, professional behaviors, and reflections on professional practice.   | While completing the Student Teaching Internship  |
| Assessment #5: Candidate effect on student learning (required)  | MLED Portfolio V: : Student Teaching Internship Portfolio: Effect on Student Learning  | Student work product demonstrating the ability to perform pre-assessment of student background, teach, and use post assessment to determine the degree to which learning occurred.                              | While completing the Student Teaching Internship  |
| Assessment #6: Additional assessment that addresses NMSA standards (required)                               | MLED Portfolio VIII: Nature and Needs Case Study Assessment  | Case Study  | At the conclusion of MLED 3003 Nature and Needs of the Middle Level Learner during the junior year  |
| Assessment #7: Additional assessment that addresses NMSA standards (optional)                               | MLED Portfolio VI Key Issues Assessment  | A portfolio based on three student work products developed in MLED 3073 Key Issues in Teaching in the Middle Grades: A cooperative unit, a community involvement project and a middle school mission statement. | At the conclusion of the course MLED 3073 Key Issues for Teaching in the Middle Grades at the end of the junior year and prior to MLED 4034 |
| Assessment #8: Additional assessment that addresses NMSA standards  |  |   |   |

|            |  |  |  |
|------------|--|--|--|
| (optional) |  |  |  |
|------------|--|--|--|

- (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

**1. Middle Level Courses and Experiences. Institutions preparing middle level teachers have courses and field experiences that specifically and directly address middle level education.**

**Qualified Middle Level Faculty. Institutions preparing middle level teachers employ faculty members who have middle level experience and expertise.**

**2. For each NMSA standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NMSA standards.**

|  | #1 | #2 | #3 | #4 | #5 | #6 | #7 | #8 |
|--|----|----|----|----|----|----|----|----|
| 1. Young Adolescent Development. Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.  | b  | e  | b  | b  | e  | b  | b  | e  |
| 2. Middle Level Philosophy and School Organization. Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.                           | e  | e  | e  | b  | e  | e  | b  | e  |
| 3. Middle Level Curriculum and Assessment. Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.  | b  | e  | e  | b  | b  | e  | b  | e  |
| 4. Middle Level Teaching Fields. Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.                               | e  | b  | b  | b  | e  | e  | b  | e  |
| 5. Middle Level Instruction and Assessment. Middle level teacher candidates understand and use the major concepts, principles, theories, and research of effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents. | b  | e  | b  | b  | b  | b  | b  | e  |
| 6. Family and Community Involvement. Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents.  | e  | e  | b  | b  | b  | b  | b  | e  |
| 7. Middle Level Professional Roles. Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.  | b  | e  | b  | b  | e  | b  | e  | e  |



## 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 available.

**1. State licensure tests or professional examinations of content knowledge. NMSA standards addressed in this entry could include but are not limited to Standards 1,2,3 and 4. 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. (Required)**

|              |
|--------------|
| Assessment 1 |
|--------------|

See **Attachments** panel below.



**2. Assessment of content knowledge in middle childhood education. NMSA standards addressed in this entry could include but are not limited to 1, 2,3 and 4. Examples of assessments include comprehensive examinations, GPAs or grades<sup>(16)</sup>, content major<sup>(17)</sup>, and portfolio tasks<sup>(18)</sup>. For post-baccalaureate teacher preparation, include an assessment used to determine that candidates have adequate content background in the subject to be taught.**

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

Assessment 2

See **Attachments** panel below.

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(16) If grades are used as the assessment or included in the assessment, provide information on the criteria for those grades and describe how they align with the specialty standards.

(17) If completion of a content major is used as the assessment or included in the assessment, describe how the program of study aligns with the SPA standards.

(18) 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. Assessment that demonstrates candidates can effectively plan and implement appropriate teaching and learning experiences. NMSA standards that could be addressed in this assessment include but are not limited to Standards 3,4, and 5. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans. (Answer Required)**

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

Assessment 3

See **Attachments** panel below.

**4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. NMSA standards that could be addressed in this assessment include but are not limited to Standards 1-7. An assessment instrument used in student teaching or an internship should be submitted. (Answer Required)**

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

Assessment 4

See **Attachments** panel below.

**5. Assessment that demonstrates candidate effects on student learning. NMSA standards that could be addressed in this assessment include but are not limited to 3 and 4. Examples of assessments include those based on samples of 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**

Assessment 5

See **Attachments** panel below.

**6. Additional assessment that addresses NMSA standards. All NMSA standards could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. (Answer Required)**

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

Assessment 6

See **Attachments** panel below.

**7. Additional assessment that addresses NMSA standards. All NMSA standards could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. Provide assessment information (items 1-5) as outlined in the directions for Section IV**

Assessment 7

See **Attachments** panel below.

**8. Additional assessment that addresses NMSA standards. All NMSA standards could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.**

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

## **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 V

## Program Changes

### Overview

The MLED Program Area faculty has collected data on candidate performance for several years. Three major events caused the faculty to rethink and revise the MLED Program and the accompanying assessments during the 2006-2007 school year. The Arkansas Department of Education (ADE), Office of Professional Licensure conducted an audit of all Middle Level Programs in Arkansas and issued a new set of guidelines for the inclusion of specific subject content in all programs (see appended letter). Arkansas is one of the states to have an agreement with NMSA to produce a content generalist. The audit mandates a balance between content areas, primarily increasing the number of hours in math and science required of language arts/social science emphasis candidates. As a result the faculty began revising the MLED Program to complete a transition to the new requirements by the beginning of the 2008-2009 school year. Second, during the 2005-2006 term, faculty began looking at the use of the LiveText electronic data collection and archive system. Our conclusion was that some of our course specific assessments were not congruent with effectively linking NMSA Standards to student performance measures. A revision was made in our assessments; however, some older data was lost. Finally, in the fall of 2006 at a Special Programs Area Report Preparation workshop with NMSA officials, faculty determined that some of the assessments, notably the measures of the effect on student learning, were inadequate. The result of all three events was the re-writing of the program, revision of some assessments, and the creation of three new assessments.

### Content Knowledge

For purposes of this discussion, content knowledge will be defined as that knowledge drawn from specific subject areas as described in Standard 4 Middle Level Teaching Fields. This knowledge is tested by the Praxis II Middle School Generalist and elements are measured in Assessments 3, 4, and 7. As is noted above, ADE required an increase in the number of math hours for some students. Analysis of Praxis II Content Generalist sub-test scores for the 2007-2008 school year indicated a lower performance in mathematics knowledge than the faculty deemed appropriate. However, simply adding content was not sufficient. Faculty worked with the Department of Mathematics to revise two existing mathematics courses, MATH 2113 Math for Teacher 1 and Math 2123 Math for Teachers II, to closely align the content with that needed by middle grades teachers. In addition, a new course, MATH 3133 Math for Teachers III was developed for all middle level majors. MATH 3033 Geometry for Middle School was also developed for the MLED Math/Science specialty area. These classes should strengthen all candidates' knowledge of mathematics appropriate for teaching grades 4-8. Assessments 3, 4, and 7 address candidates' ability to demonstrate an understanding of relevant content through application. Performance on these three assessments does not indicate a need for revision, but will be monitored as the increase in content course requirements is implemented.

A second area of concern in the content fields is the Praxis II Content sub-test scores for social science. This subtest was the lowest of all areas and needs attention. The MLED Program Area will complete additional analysis of the special science results and propose changes for the 2009-2010 ASU Undergraduate Bulletin.

### Professional Pedagogical Knowledge, Skills and Dispositions

Candidates' pedagogical knowledge as measured by the Praxis II: PLT 5-9 (Assessment 1) has been a major concern for the faculty. Candidate scores indicate a consistent weak performance on assessment subtests requiring case study analysis using short discussion formats over the past three years (2005-2008). Assessment 6, a case study assignment, was developed to assist students with analyzing and writing case studies. In addition, case study analysis has been added to MLED 4034 Classroom Management with Curricular Implications: Field II. Faculty will continue to address candidate performance on the Praxis II PLT with the goal of raising scores above the 90% passing rate on a

consistent basis. One avenue that will be used to address this issue is to have all faculty teaching common courses meet as a group to review course assignments, assessments, and integrate needed revisions. These course groups were created by the Department of Teacher Education last year to provide for: 1) review of content and alignment with program standards; 2) greater consistency in developing and assessing learning through common assignments; and 3) integration of new faculty into the expectations of the specific courses. MLED program faculty will use course groups to review and refine course content as it relates to all assessments particularly the Praxis II

Another effort to improve candidate performance has been the development of test taking skills workshops for candidates. At times these workshops have been voluntary; however, the program faculty has recommended that candidate attendance at the workshops become mandatory. To insure participation, the test taking skills workshop will be integrated into MLED 4034 as part of the class content beginning in the fall of 2008.

Assessments 3, 4, 5 and 7 address candidate performance in the areas of professional skills and dispositions. Common data taken from assessments 4, 5, and 7 indicate three areas of weakness: 1) understanding the integrated nature of curriculum and use of instructional strategies; 2) student motivation and learning; and 3) the role the family of the community in influencing student learning.

The first area of weakness: integrated nature of curriculum and use of a variety of instructional strategies has been addressed by a revision of the course MLED 4034 Classroom Management with Curriculum Applications to provide a more seamless field experience. Prior to the 2007-2008 term, candidates were in the public schools on alternate days, usually a Monday-Wednesday-Friday schedule. The current revision provides for two placements for five weeks with candidates in the public school classrooms each day of the placement for three hours. This allows for teach/re-teach sequences, sequencing lessons as opposed to teaching isolated lessons, using different lesson models, and developing unit based or exploratory learning experiences. Additional steps will be taken in MLED 3073 Key Issues for Teaching in the Middle Grades and MLED 3033 Effective Teaching Strategies to include content that provides a greater focus on the integrated nature of curriculum. Faculty course groups for these courses and MLED 3003 Nature and Needs of the Middle Level Learner will address the remaining two weaknesses in the fall of 2008 as they look at additional supervisory methods such as using an analysis of classroom interaction tool and revising the family/community assignments.

#### Impact on Student Learning

Following Special Program Area Report Training in 2006, program faculty determined that the assessment in current use did not meet the requirements we needed to accurately assess the impact of candidate's actions on student learning. A faculty task group reviewed the two major field placements in which an assessment might best be placed. In MLED 4034 Classroom Management with Curriculum Applications an assignment was added requiring a pre-assessment-teach-post assessment sequence of all candidates. It was determined that logistical problems related to the alternate day placement of candidates in the schools was hampering candidates as they attempted to conduct this activity. Faculty decided to make this a formative assessment of candidate skills and do a summative assessment of the same assignment during the student teaching internship. Currently candidates complete the pre-assessment-teach- post assessment assignment and add a written reflection in each of their internship placements. Overall performance in this assessment to date is satisfactory with all means on the assessment above 2.50.

#### Summary

The data collected from the multiple assessments indicate that NMSA Standards are being met on all assessment areas. The Praxis II PLT (Assessment 1) is a major concern. Previous steps to improve candidate performance on the assessment have not yielded the results desired. A extension of "Praxis

Practice” activities will be integrated into all MLED Program and a mandatory test taking skills workshop will be implemented. Faculty will continue to monitor the content component of the Praxis II Middle Grades Generalist exam and work with the social science department to revise the social science requirements. Several additional areas of weakness will be monitored including the candidates' understanding of curriculum integration and the use of multiple teaching strategies in the content fields.

## **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.)**

**Please click "Next"**

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