

Keene State College
Teacher Candidate Preparation Program
-----**English Language Arts** -----

1. How have you used your data to make changes in the following areas of your program?

- a. advisement practices:
Students take practice Praxis tests in Methods I to determine areas of weakness in their content knowledge. During advising, we review these areas, and students are encouraged to take courses in areas with which they are unfamiliar.
- b. assessment practices or tools:
Every major assignment students complete in Methods I and II is graded using a rubric so that expectations can be known before the assignment is completed. In addition, we discuss these as the future tools they will need to develop for their assignments; in Methods II, students attach rubrics to the assignments they design.
- c. curricular design:
Based on years of feedback, the Secondary Education Program has completely redesigned its curriculum, and Secondary Education has become a major instead of just a certification area. The new curriculum is as follows:

SECONDARY EDUCATION MAJOR CURRICULUM

EDUC 100 ISSUES IN EDUCATION

2 credits

Contemporary and historical analysis of public education. Orientation to the teaching profession as a career choice through personal reflection, professional readings, and field experience. Introduction to professional standards through electronic portfolio development. Fall, Spring, Summer.

EDUC 231: CURRICULUM FOR A DIVERSE WORLD

An introduction to the scope and sequence of secondary education curricula. Development of an interdisciplinary unit based on state and national standards. Course will focus on adolescent development, differentiated instruction, and assessment strategies to meet the needs of diverse learners. Prerequisite: EDUC 100. Fall, Spring.

EDUC 331: SECONDARY METHODS I

An introduction to secondary methods of instruction, including designing lesson plans, understanding middle and high school philosophies, and writing standards-based objectives or outcomes. Includes a minimum of 20 hours of fieldwork. **Prerequisites: EDUC 231 and Admission to Teacher Education. Fall**

EDUC 332: SECONDARY CLASSROOM MANAGEMENT

2 credits

An examination of techniques for positive classroom management, tools for intervention, and strategies for creating a positive classroom environment. Legal issues and responsibilities will be discussed. **Prerequisite: EDUC 231. Fall, Spring.**

EDSP 333 SECONDARY SPECIAL EDUCATION ISSUES

2 credits

An examination of the roles and responsibilities of the secondary content teacher in the context of the special

education process. Focus on inclusive teaching practices, social and academic supports, collaborative challenges, and current. **Prerequisite: EDUC 231. Fall, Spring.**

EDUC 431: SECONDARY METHODS II

4 credits

Advanced secondary methods of instruction including standards based unit plans, current issues, and reflective professional practice. Includes a minimum of 30 hours of fieldwork. **Prerequisite: EDUC 331 and 332, and EDSP 333. Fall**

EDUC 432: EDUCATIONAL THEORIES/TRENDS

4 credits

Development of a professional learning community in order to explore trends and issues in education within their historical context. **Prerequisite: EDUC 331. Fall, Spring.**

EDUC 400 STUDENT TEACHING

12 credits

Full-time placement in educational setting(s) appropriate to intended certification. Supervision provided by college supervisor and field-based professional toward mastery of principles, attitudes, and techniques for successful teaching. Graded Pass/ Fail. **Prerequisite: Permission of Teacher Education Office. Fall, Spring.**

The first cohort of students entered in fall 2007 and is now in Methods I.

2. How do evaluation instruments and feedback from pre-service candidate and partners (formative/summative) directly inform your program design and delivery?

As noted above, for years, Secondary students complained about two matters: 1) that all their courses before Methods were not Secondary-focused, and 2) that they did not receive a major in Education. Keene State's change to a 4-credit model provided the opportunity to redesign the curriculum and to create the Secondary major.

Our field partners' feedback was that fall of senior year was too late for candidates to have their first Methods course; they needed exposure to the field sooner. We, therefore, designed two Methods courses, one for fall of junior year and one for fall of senior year, so students are observing in the field a full year earlier.

3. How is technology used in your program curriculum---

- a. to gather data and inform curriculum

Keene State has recently adopted TK20 for data collection. Based on the results of the assessments we collect beginning this semester, Methods I, Methods II, College field work supervisors, and College student teaching supervisors will evaluate the results and revise our curriculum as needed.

- b. to engage our pre-service candidates by modeling best practices in our classrooms

Guest speakers are invited into Methods for this purpose, and a new instructor has been added to the program to teach best practices in technology in terms of teaching writing.

- c. to inform the curriculum design and pedagogy with students in the field?

- 4. For your program, please list all forms of technology used to develop and / or reinforce content mastery for our pre-service candidate and in service candidates.**

Praxis practice exam on TK20

- 5. How have you made program adjustments and changes through the examination of dispositional data (include unit and SPA related dispositional data) for our candidates over the past three years?**

No, because the items covered in the dispositions document have always been a major part, not only of expectations in Methods, but of the course curriculum.

- 6. If you did not provide student work samples demonstrating “did not meet” quality, please explain why:**

All three examples met standards, but I did include a high/medium/low project. If the project had actually not met standards, the student would have failed to pass the program.

Correspondence with Dr. Margaret D. Crutchfield regarding plans for English Education and Educational Leadership Programs following 2008 SPA Submittal

Dated 10/14/2009

Yes, I agree. It would be better to wait to resubmit until you have at least one semester of data on new assessments.

Margie

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-----Original Message-----

From: Cuper, Prudence [mailto:pcuper@keene.edu]
Sent: Wednesday, October 14, 2009 9:58 AM
To: Margie Crutchfield
Cc: Treadwell, Melinda; Bauer, Dottie
Subject: Request for Verification - Keene State College

Good Morning Margie,

I hope things are going well for you this fall. I want to thank you again (on behalf of the entire Keene State NCATE team) for the generous counsel you have offered us over the past three years. As we prepare for our Focus Visit in early November, I wanted to check in with you to verify a point you made to Dean Melinda Treadwell and me when we spoke with you in late spring (2009) about our accreditation status.

All of our SPAs are now fully accredited with the exception of Educational Leadership and English Education - two relatively small KSC programs. As we discussed with you, both of these programs have undergone significant curricular change (and subsequent change in key assessments) since we submitted the last SPA reports (in Fall, 2008). We have followed your good advice and are in the process of working with SPA consultants appropriate to each of these programs as we complete revisions and begin collecting data using our new assessments. We asked, when we spoke with you, about waiting to submit the next SPA reports for each of these programs until we had sufficient data. The notes Dean Treadwell and I have from that conversation have a positive response to this question - that, in fact, it is up to us when we want to resubmit, but that waiting until there is enough data to demonstrate how the assessments are being used for program improvement, makes good sense. This certainly makes sense to us too - but we wanted to be sure that we were in agreement on that point as we discuss this aspect of our collective work with our BOE team in November.

Thank you again, Margie, for all the help you have given us.