

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

Keene State College

2. State

New Hampshire

3. Date submitted

MM DD YYYY

09 / 15 / 2008

4. Report Preparer's Information:

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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

K-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

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

New Hampshire Elementary Education Teaching License

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)

See original report.

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)

See original report. In addition, we are in the process of changing our program in response to the institutional report's response suggesting the need for more hours in the field and a richer literacy experience for our candidates. Our new program is being phased in, and the curriculum changes thus far enacted are related to Methods; student teaching hours remain the same. We are now having 2 semesters of Methods. This significantly increases our candidates' time in the field. In EDUC 321, Methods I, candidates Methods 1 (EDUC 321) involves approximately seventeen three-hour classes (51 hours/semester) spent in the college classroom, and seven hours per week (two mornings) in an elementary classroom for thirteen weeks. In Methods 2 (EDUC 322), students spend 16 hours in the college classroom (39 hours/semester), and spend two full days per week in an elementary classroom (169 hours/semester). However, we are just initiating Methods 2 this semester, so there is no data from it included in this report.

The data in this report is based predominantly upon the program that was in existence at the time of our original report, drawing especially from the Methods course and student teaching.. There is a small amount of data from one of our newly instituted courses – EDUC 321, Methods I. The original program's courses have prefixes of ESEC, while new courses have prefixes of EDUC.

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)

See original report.

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

See original report.

Addition to Section 1, Attachment 1

EDUC-321-01 Elementary Methods I – 8 credits
Catalog Description

Practical approaches to creating literacy rich environments in which children can grow and develop as listeners, speakers, readers, writers. Lesson planning techniques introduced, including writing objectives and designing assessments. Curriculum integration examined through literacy, social studies, and the arts. Supervised field experience included. Prereq: Admission to Teacher Education, EDUC 200 and EDSP 202, MATH 172.

(taken from KSC Catalog <http://keene.edu/catalog/>)

(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)

See original report.

(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.)

Program of Study Addendum

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.

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: Elementary Education		
Note: 2007 - 2008* Higher number of completers probably indicates candidates who did not complete the prior year choosing to complete this year.		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽⁴⁾
2005-2006	210	101
2006-2007	167	121
2007-2008*	175	181

(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	Shirley Wade McLoughlin
Highest Degree, Field, & University ⁽⁵⁾	Ph.D. In Administration/Educational Leadership
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Teaching courses, , Methods team leader, supervising in the field
Faculty Rank ⁽⁷⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Book Chapter - McLoughlin, S. (In Press)."Teaching about race: A White woman's perspective" in Voices from the field , ed. by Terrell, R. & Heuberger, B., New York: Sage. Book - McLoughlin, S. (In Press). A pedagogy of the blues. Series Eds. Kincheloe, J., Steinberg, S. Taipei: Sense Publishers. Leadership in Professional Associations and Service: American Educational Research, Presented Papers at AERA 2006, 2007, 2008. Association Reviewer (AERA), Division B, Curriculum Studies 2007, Spirituality Sig 2008 Editorial Board; New Hampshire Journal of Education 2007 AERA Reviewer
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Taught 8 years in kindergarten, 1 year as a music teacher, grades K-8, 2 years second grade.

Faculty Member Name	Judith G. Lister
Highest Degree, Field, & University ⁽⁵⁾	Ed.D., Human Services/Applied Behavioral Science, Early Childhood Program, University of Massachusetts/Amherst
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Teaching courses and student observations.
Faculty Rank ⁽⁷⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3	Leadership in Professional Associations and Service: Development of PATH Program; Design & instruction of the course 'The Circle of Life'; The Reina Trust Building Certification Program and application of material into KSC courses Emotional Intelligence: MSCEIT Certification Program and application of material

years ⁽¹⁰⁾	into KSC courses; FEAC; Sabbatical Committee; KSC Critical Incident Support Team (inclusive of three training workshops)
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Supervision of Elementary Methods students in grades 1-6 ; Elementary School Teacher – 9 years

(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)

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)	Licensure assessment or other content	Praxis II - Standardized exam of candidate content knowledge in science, math, social studies and reading/language arts	Senior year after successful completion of student teaching
Assessment #2: Assessment of content knowledge in elementary education (required)	Content knowledge document	Content-specific sections of assignments developed in ESEC 320, ESEC 383/386, and ESEC 450, and in the new Methods course, EDUC 321.	Junior and senior years – assessed during the specified courses.
Assessment #3: Assessment of candidate ability to plan instruction	Planning Instruction document	Portions of assignments developed in ESEC 320, ESEC 383/386, and ESEC 450, and the new Methods course,	Junior and senior years – assessed during the specified courses.

(required)		EDUC 321. Focus on lesson plans created as part of these assignments.	
Assessment #4: Assessment of student teaching (required)	Student Teaching Evaluation (Danielson/ACEI Standards frameworks)	Final Student teaching evaluations at k-6 levels. Ratings by candidate, cooperating teacher, and supervisor.	Senior year during student teaching
Assessment #5: Assessment of candidate effect on student learning (required)	Effect on Student Learning document	Portions of assignments developed in ESEC 383/386, and ESEC 450, and in our new course, EDUC 321. Focus on lesson plans created as part of these assignments.	Junior and senior years – assessed during the specified courses.
Assessment #6: Additional assessment that addresses ACEI standards (required)	Lesson Plan (Danielson format)	The form must be completed in its entirety before candidates teach any lesson. In addition, this form is included in all of the rubric- graded assignments included as evidence in this report (ESEC 383/386, and ESEC 450, and in our new course, EDUC 3	Junior and senior year – addressed during the specified courses.
Assessment #7: Additional assessment that addresses ACEI standards (optional)	Social Studies Lesson and rubric	This lesson and accompanying rubric are completed in Methods 1.	Junior year
Assessment #8: Additional assessment that addresses ACEI standards (optional)	Candidate Dispositions Form	Self Assessment and assessment by student teaching supervisor, Methods supervisor, and CT. If indicated, form is filled out by other education faculty who have worked with the candidate should concerns arise.	Self assessments during freshman, sophomore, junior, and senior years. Assessment by faculty during Methods and student teaching.

primary media for communication, inquiry, and insight among elementary students.								
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.	€	ℬ	ℬ	ℬ	€	ℬ	€	€
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 life styles and enhanced quality of life for elementary students.	€	ℬ	ℬ	ℬ	€	ℬ	€	€
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.	€	ℬ	ℬ	ℬ	ℬ	ℬ	ℬ	€

3. INSTRUCTION STANDARDS

	#1	#2	#3	#4	#5	#6	#7	#8
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.	€	ℬ	ℬ	ℬ	€	ℬ	ℬ	€
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.	€	ℬ	ℬ	ℬ	ℬ	ℬ	€	€
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.	€	ℬ	ℬ	ℬ	ℬ	ℬ	ℬ	€
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.	€	ℬ	ℬ	€	€	ℬ	ℬ	€
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.	€	ℬ	ℬ	€	ℬ	ℬ	€	€
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.	€	ℬ	ℬ	ℬ	ℬ	ℬ	ℬ	€
5.1 Practices and behaviors of developing career teachers—Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.	€	ℬ	€	ℬ	€	ℬ	ℬ	ℬ
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	€	ℬ	ℬ	ℬ	ℬ	ℬ	€	€

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.	€	€	€	€	€	€	€	€	€
5.4 Collaboration with colleagues and the community—Candidates foster relationships with school colleagues and agencies in the larger community to support students’ learning and well-being.	€	€	€	€	€	€	€	€	€

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

Assessment 1 - Licensure Assessment

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

Assessment 2

See **Attachments** panel below.

(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

Assessment 3

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

Assessment 4

See **Attachments** panel below.

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

Assessment 5

See **Attachments** panel below.

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

Assessment 6

See **Attachments** panel below.

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

Assessment 7

See **Attachments** panel below.

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

Assessment 8 - Candidate Dispositions Form

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)

Our department is undergoing significant changes in part due to the NCATE original report suggestions and in part to a college wide change. As we gather data and as we use this data to determine areas that need to be strengthened, this informs our curricular changes. This is a time of tremendous growth and we have used the findings in the evidence to help assure we are moving in a positive direction.

CONTENT KNOWLEDGE

The process of going through the NCATE accreditation process has most significantly impacted the manner in which we gather evidence to assure our candidates have strong content knowledge in the appropriate areas. We have, in response to suggestions from our original report, significantly increased the amount of time candidates are in the field, and now require candidates to successfully complete two semesters of Methods. This allows us to strengthen their content knowledge by closely paralleling our work in the college classroom in core content areas with their practice in the field.

All faculty teaching key assignments that provide evidence of content knowledge report their assessment data to a central source. The Methods faculty, who collect much of the data, meets on a monthly basis to discuss areas that may need more reinforcement, data tool adaption, and candidates' progress.

We have strengthened our existing program by adding two positions to help with the collection of evidence and use of evidence as well – a data collection person, and a half time faculty/NCATE coordinator with strong experience in this field. In addition, we are purchasing a computer system that will allow our candidates to build electronic portfolios wherein evidence of their content knowledge will be easily assessable.

PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE, SKILL, AND DISPOSITIONS

We continue to emphasize planning especially in the core areas of language arts, math, science, and social studies. We have increased our collection of data in this area, and are using our interpretation of the data to help our candidates become stronger in their lesson planning skills. Our initial data show steady improvement in planning as our candidates move through our program, and we anticipate this trend will continue as we begin to gather more data as the curriculum changes are enacted.

We are making more effective use of our candidate dispositions form, assuring that the candidates are assessed in this area in their Methods courses and student teaching. We have had multiple meetings throughout the year to develop the new curriculum, assuring that the outcomes to key assignments in our newly developed courses adhere to the ACEI guidelines. We have strengthened existing coursework,

and infused the ACEI standards throughout our new courses. We will continue to closely analyze data to determine if our candidates are, indeed, continuing to grow in these areas.

CANDIDATE LEARNING

This is the core of our work at the college, and we continue to strive to assure our candidates are leaving the college with a strong knowledge base from which to begin their careers in elementary education. We recognize that we need to develop a more effective means of gathering data for licensure tests, and are instituting a policy change in this area. We are examining the potential of creating a liberal arts second major for our candidates, which could allow them to become very strong in one area of interest, i.e. math, science, etc., that would be directly applicable to their future work with children.

In collecting and analyzing the data we do have, we have evidence that our candidates do have acceptable levels of content knowledge across the broad field of subjects necessary for elementary school teachers. We will continue to build upon this base with our new courses, hopefully strengthening this.

SUMMARY

Our college and our department have undergone and continue to undergo tremendous changes. As we have moved from a three credit model to a four credit model throughout the campus, our department has used this opportunity to create a richer educational program for our elementary education candidates. When coupled with the introspection that occurs throughout the accreditation process, the program has been able to effect changes that may not have been so easily undertaken in different circumstances. We have used the ACEI standards as a map in assisting us in our curricular changes, yet have still been able to maintain the uniqueness of our program that has earned it an excellent reputation for the past century. These factors interplay in making this a time of positive growth for our faculty, our program, and our department.

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.)

When the Keene State College Elementary Education program faculty created and sent our original report, we were not adequately prepared to address the revised ACEI structure with its emphasis on outcomes-based assessment. While we believed in our program and what our candidates were gaining within the courses and experiences we offered, our work was not set up in a way that made it easy for us to show quantitative results. Therefore, our original report resulted in rankings of “not met” in all standard areas except Standard 1 and Standard 5.3. Our response to this report addresses issues related to lack of data as well as lack of a collection/analysis system for using this data for program improvement. We also realigned our key assessments to show how content knowledge is addressed across numerous field projects.

Over the past year, Keene State College administration has dedicated time and resources to the creation of a centralized and focused effort on outcomes-based assessment across all of our Teacher Education programs, with particular emphasis on the largest of these programs – Elementary Education. We have

hired a half/time faculty member who is dedicated to the coordination of all accreditation efforts, including implementation of TK20 – a data system that will help us to collect and use the data from our key assessments. To support the coordinator’s work, we have also hired a half/time data analyst.

Simultaneous to our program adjustment, the college as a whole instituted a curricular change from a three credit model to a four credit model. We have had in depth curricular deliberation for all the courses in our educational program, creating, essentially, a stronger, outcomes based program that is centered on a four credit model. We are in the midst of phasing out the original program (upon which the original report was written) and introducing the new program. Some projects, rubrics, and data from the new program are included in this report. We have also strengthened the assignments and data collection in the original program, and have much of our evidence based upon this. We continue to evaluate and adjust newly instituted assignments upon which our current and future data collection and analysis will be based.

Some specific changes to our program in response to our first NCATE visit are increasing our candidates’ time in the field and increasing the amount of literacy instruction they receive. Our newly developed curriculum courses (Methods I and II) and all of the projects required of our candidates are directly related to ACEI standards. As we implement these courses, we will use our new data system in order to analyze strengths and weaknesses in our candidates and in our work.

Finally, we are instituting policy change regarding the collection and use of Praxis II data as determining our candidates’ content knowledge. Our intention is to assure effective collection of this data and its analysis.

Because of the extensiveness of our revisions to our program, nearly all of this report has been rewritten or edited. In the few instances wherein the original report sections are deemed adequate, we have clearly indicated this.

Please click "Next"

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