VISITING COMMITTEE REPORT
PROFESSIONAL PREPARATION PROGRAMS

Keene State College
March 6-9, 2005

PART I. INTRODUCTION

The purpose of this visit was to re-approve initial certification and conversion programs in the following areas: Early Childhood Education, Elementary Education, Programs for Children with Disabilities, English Language Arts for Grades 5-12, Modern Languages, Mathematics for Grades 5-8, Secondary Mathematics Grades 7-12, General Science for Grades 5-9, Physical Science for Grades 7-12, Biology for Grades 7-12, Earth Space Science for Grades 7-12, Chemistry for Grades 7-12, Social Studies for Grades 5-12, Computer Technology Education Music Education, and Physical Education and advanced certification programs in Guidance Counselor and School Principal.

Dates of Visit: March 6-9, 2005

Members of the Visiting Committee

Burton Kaliski, Team Chair
Kelly Moore Dunn, Assistant Chair
Jane Legacy, Computer Technology Education
Gerry Buteau, Early Childhood Education
Paula Renda, Elementary Education
Carolyn Hollman, English Language Arts
Lori Detrude, Special Education-Programs for Children with Disabilities
Ginny Pinard, Modern Languages
Fernand Prevost, Mathematics
Philip Martin, Music Education
Paul Hogan, Physical Education
Daniel Lavoie, General Science, Physical Science, Biology
Nancy McCall, Chemistry, Earth Space
Ann Ackerman, Social Studies
Elizabeth Korn, Guidance Counselors
Kenneth Heuser, School Principal

Procedures Followed by the Visiting Committee:

On March 6-9, 2005, a visiting committee reviewed professional preparation programs at Keene State College. The Institution had requested approval for all programs leading to certification in the areas indicated above. The visiting committee was led by two members of the Council for Teacher Education, as required by regulation. Burt Kaliski served as Chair and Kelly Moore Dunn as Assistant Chair. In addition, the visiting committee consisted of one specialist in each area to be reviewed. Prior to the visit, independent consultants to the Teacher Quality Enhancement Grant, Dr. Joanne Baker, Ann Marie Jones, and Tondy McGowan, NHDOE Administrator, held several preliminary discussions with Susan Ericson-West, Accreditation and

Assessment Coordinator, to discuss the preparation of the institutional self-assessment and the arrangements for the visit. The visit included an orientation conducted by Tondy McGowan and Burt Kaliski Chair and representative of the New Hampshire Council for Teacher Education. The orientation agenda included a description of the program review process, a review of materials provided to the team members by the Department of Education, an overview of the visit schedule, assignment of duties, and discussion of a common interpretation of standards. In addition, it included an introduction to the college by faculty and a review of the unique aspects of the program. During the visit, team members reviewed student work samples (artifacts), visited on-campus facilities and cooperating schools, met with students and recent graduates, faculty, administration, cooperating teachers and public school personnel.

GOALS AND OBJECTIVES OF KEENE STATE COLLEGE.

It is the mission of Keene State College to maintain an intellectual environment grounded in the liberal arts that foster the personal and professional growth of our students. In support of this mission, the College promotes and sustains strong relationships among students, faculty and staff that emphasize creative and critical thinking, scholarship and research, and a passion for learning. Through a mature commitment to learning and service, students are able to integrate different forms of knowledge and will graduate with substantive knowledge in a chosen field of study. Through retaining and supporting a caring staff and a faculty of effective teachers and active scholars, the College prepares students for success in a complex, interdependent world. The College offers curricula with a central focus in the liberal arts and sciences, encompassing those professional and vocational areas that best meet the needs of the region and state and that the particular resources of the College and its location make appropriate. As part of this mission, the College will continue to provide special instruction in teacher education. The College seeks to serve traditional college-age students on a full-time basis, as well as older and other non-traditional students seeking higher education on either a full or part-time basis.

The College also provides educational resources for the state of New Hampshire, making facilities available to local agencies and providing information and knowledge to assist in the solution of problems, as its teaching and research functions permit.

Aligning itself with the College's mission, the School of Professional and Graduate Studies has developed its own mission statement reflecting the guiding principles of the School.
The School of Professional and Graduate Studies at Keene State College provides quality field-based professional preparation programs that meet national standards and provide an interdisciplinary foundation merging liberal arts with the career potential of dynamic professional studies programs. The College creates a unique opportunity for students to access a broad learning experience alongside specialized professional programs that apply acquired knowledge, providing knowledge, skills and an orientation toward life-long learning and professional growth.

The mission statements of the College and the School of Professional & Graduate Studies are at the core of Keene State College. The 163 tenured and tenure-track faculty of the College are experts in their respective fields and experienced in advising students along the best curricular path. They also stay active in the academic world – writing books and articles, serving as consultants, presenting papers and seminars, and participating in exhibits and performances. The full-time faculty is augmented by approximately 240 adjunct faculty who are also highly skilled

and educated professionals in their fields.

Cultural diversity and pluralism, community involvement and volunteer work are campus values at Keene State and encouraged throughout both academic and student life. The college strives for excellence in teaching and learning, by building a healthy and positive sense of community on our campus, and by serving as a diverse cultural and human resource for Keene and New Hampshire.

PART II. GOVERNANCE AND ADMINISTRATION (Ed 603)

Ed 603.02 Governing Board. The ultimate responsibility for the administration of the institution shall reside in a board of trustees or similarly designated body. Terms of office shall provide for continuity within the board. The board shall set policy and provide facilities and leadership for programs of professional preparation.
The standard is **MET.**

Ed 603.03 General Administration.
(a) The president, or chief administrator, shall be responsible for all administrative functions of the institution in general as well as those affecting professional preparation programs in particular. Within the administrative structure, division, school, college, or department, one person shall be assigned specified responsibility for professional preparation programs;
(b) Institutions shall publish information for administrators and faculty members outlining administrative policies. Such information shall detail the functions of the governing boards, the administration, and the faculty.
The standard is **MET.**

Commendation: The Institution is to be commended for the development of the position of Accreditation and Assessment Coordinator.

Ed 603.04 Finances.
(a) An institution shall operate on a budget prepared in accordance with accepted financial and educational practices and prepare an annual financial statement, audited by a certified public accountant. The financial records of the college shall be kept in such form that analysis is possible at any time to determine the economic status of the institution; (b) In evaluating an institution's finances, attention shall be paid to the relative amounts expended for (1) Instruction; (2) Administration; (3) Maintenance; (4) Equipment and supplies; (5) Library; (6) Student activities; (7) Capital outlay; and (8) Debt services.
The standard is **MET.**

Ed 603.05 Additional Programs.
(a)An institution which certifies educators through formats other than full time day programs shall provide services to support them; (b) Programs may include but not be limited to (1) Summer sessions; (2) Evening and weekend programs; (3) Off campus courses or correspondence classes; (c) Support shall include administration, operational procedures, and financial arrangements. Additional programs shall be coordinated with full-time programs and shall meet the same requirements.
The standard is **MET.**

PART III. ADMISSION, RETENTION, AND EVALUATION POLICIES AND PRACTICES (Ed 604)

Ed 604.01 Admission to Professional Preparation Programs. The institution shall establish and publish policies, criteria and procedures for admission to professional preparation programs. These procedures and policies shall encourage the recruitment of a diverse student population with potential for professional success in the schools. Institutions shall consider both academic achievement and personal characteristics. Students admitted to professional preparation programs shall be proficient in basic reading, writing, and mathematical skills and exhibit depth and breadth in the liberal arts and other general studies. Proficiency in the basic skills shall be determined by but not be limited to the following: a combined score of 1000 on the College Entrance Examination or Pre Professional Skills Test scores of reading 170, math 171, and writing 172. Individuals who have not matriculated to a New Hampshire institution for teacher preparation shall have the preparing institution verify that they have met the requirements of this paragraph. The standard is **MET.**

Suggestion: ***As the institution embarks upon the revision of the general education standards, it should ensure that the students admitted to professional programs shall be proficient in basic reading, writing, and mathematical skills and exhibit depth and breadth in the liberal arts and other general studies as specified in ED 609***.

Ed 604.02 Evaluation and Retention. Each institution shall have an on-going method for evaluating the performance of those enrolled in its education programs. Students in the education program shall have a cumulative grade point average of at least or equal to a 2.5 on a system in which 4 represents the upper limit. Observations by faculty and cooperating teachers shall be used to assess the specific strengths and weaknesses of prospective educators. Grades and measures shall also be used to counsel students relative to their continuation in or removal from the program and their readiness to enter the profession.
The standard is **MET.**

Suggestion: ***The team suggests that continued work be done to clarify the assessment systems and tools used for ensuring that this assessment is linked to the Ed 610 standards.***

Ed 604.03 Admission to the Profession. Each institution shall evaluate candidates completing professional educational programs to determine whether or not they should be recommended for certification by the New Hampshire State Department of Education. In order to be admitted to the profession, candidates shall demonstrate the competencies stated in the general and specific program standards found in this chapter.
The standard is **MET.**

PART IV. STUDENT PERSONNEL SERVICES (Ed 605)

Ed 605.01 Organization of Student Personnel Services. Such services shall be administered by persons who have specialized training in personnel and guidance. They shall organize the faculty to advise students relative to course selection and participation in extracurricular

activities. They shall also analyze the cause of individual academic deficiency, recommend solutions to specific problems, and work to redirect persons unsuited for the profession. In addition, they shall counsel students on both educational and employment opportunities, and provide them with follow-up services after placement.
The standard is **MET.**

Ed 605.02 Counseling and Advising Students. Students shall know where to secure guidance services and who is officially responsible for approving individual programs designed to maximize strengths and overcome weaknesses. Students should be supplied with information about professional organizations and community agencies which provide educational support services. The standard is **MET.**

Ed 605.03 Placement Services. The counseling and guidance staff shall provide prospective educators with information about career options in the profession, help them develop placement credentials, and assist them in the job application process. They shall also collect and maintain current data on supply and demand within the field of education. This information will be used to advise and counsel students. The standard is **MET.**

Ed 605.04 Adequate Student Records. The institution shall maintain a permanent cumulative record for each student. Graduates shall receive an official transcript which is intelligible and accurate, and includes a record of such credentials as courses, credits or grades. The standard is **MET.**

Ed 605.05 Student Participation in Education Program Evaluation and Development.
Students enrolled in education programs shall have the opportunity to express their views regarding the improvement of education preparation programs. Clear lines of communication should exist for student input on program evaluation and development. Student organizations or joint student-faculty committees may be utilized to foster such communications.
The standard is **MET.**

Commendation: The team commends Keene State College for developing opportunities for students enrolled in education programs to express their views regarding the improvement of education preparation programs. The College is commended for the efforts made in addressing this standard since the last visit.

PART V. FACULTY (Ed 606)

General suggestion: ***Content Faculty and ESEC faculty need to meet together on a regular basis to discuss teacher education issues.***

Ed 606.01 Faculty Standards.

Standard (a): All faculty members shall possess academic credentials and have experiences appropriate for their roles in preparing educators. Faculty who teach pedagogy or who work with student teachers shall have training in human growth and development, including psychology of

learning and the techniques of instruction. They shall also understand the role of the school in society. Furthermore, they shall have had specific preparation to be teachers and should have taught in schools. Those who teach special methods courses in subject areas shall be familiar with current methods, materials, and practices used in the public schools.
The standard is **MET.**

Standard (b): All faculty members shall have frequent contacts with local schools and involvement with professional organizations in an effort to insure that their teaching and research remains current and relevant. They should participate in organized staff development programs such as advanced study, reading, research, and other activities related to their instructional assignments.
The standard is **MET.**

Suggestion: ***The College should continue efforts to ensure all content and ESEC faculty have frequent contact with local schools***.

Ed 606.02 Selection and Promotion of Faculty. The institution shall demonstrate that its policies and procedures for the selection, retention, and promotion of academic personnel are effective in recruiting and maintaining faculty.
The standard is **MET.**

Ed 606.03 Part-time Faculty. All part-time faculty shall have comparable qualifications to those of full-time faculty. Three situations which warrant the hiring of part-time faculty include: (a) a need for staffing patterns unique to a specific program feature or nature of the institution; (b) a need for particular expertise on a routine basis; (c) a temporary need for additional staff.
The standard is **MET.**

Ed 606.04 Work Load of Faculty. The teaching assignment of faculty shall not be the sole determinant of faculty workload. Such required duties as extension teaching, committee assignments, extra-curricular activities, thesis advisement, supervision of student teachers, duties related to the pre-practicum, independent study, consultant services, research and writing, student advisory duties, and time spent on the recruitment, selection, and admission of students shall be considered part of the workload.
The standard is **MET.**

Suggestion: ***In order to continue to deliver effective innovative programs the institution should pay specific attention to the workload of the ESEC faculty.***

Ed 606.05 Instruction. The faculty shall model a variety of instructional techniques such as class discussions, lectures, small group work, individualized instruction, laboratory work, use of instructional aids, and use of Media. They shall also employ methods such as role playing, gaming, simulations, and case studies. Instruction shall be evaluated systematically using data collected from students currently enrolled, graduates who are members of the education profession, and institutional faculty and administrators.
The standard is **MET.**

PART VI. FACILITIES AND INSTRUCTIONAL MATERIALS (Ed 607)

Ed 607.01 Educational Facilities. Education departments shall be assigned adequate physical facilities for the programs offered. Specialized facilities and equipment shall be provided for such programs as technology education, music, art, science, physical education, home economics, and agriculture. All areas shall conform to applicable state and federal health and safety regulations.
The standard is **MET for all programs except Music.**

Rationale: The atmosphere is not conducive for conducting music classes. The current air quality creates a harmful and potentially unhealthy learning environment. It is causing severe damage to the music equipment that needs to be repaired annually.

Recommendation: Education departments shall be assigned adequate physical facilities for the programs offered. Specialized facilities and equipment shall be provided for such programs as technology education, music, art, science, physical education, home economics, and agriculture. All areas shall conform to applicable state and federal health and safety regulations.

Suggestion: ***The music department needs to be air-conditioned. The Physical Education department needs additional classroom space. The Elementary Education and Special Education programs need dedicated classroom space.***

Commendation: The institution should be commended on the library facilities and the science building.

Ed 607.02 Library. The library shall be administered by a professional librarian who shall employ current practices for cataloguing and arrangement of materials. It shall provide electronic access to professional journals and other up-to-date materials and equipment, including new developments in technology for all programs offered. The library staff shall consider recommendations from a wide range of professional organizations in selecting and maintaining materials and media. The physical space, number of staff, and hours of operation shall allow both students and faculty access to the collections. The library staff shall be provided with work space. The standard is **MET.**

Ed 607.03 Curriculum Materials. Instructional materials shall be available, either as part of the library/resource center or as one or more independent units. It shall include current texts and supplementary printed materials available for use in elementary and secondary schools; various types of audio-visual aids such as maps, charts, photographs, films, filmstrips, and recordings; instructional materials such as games and manipulatives; and educational technology such as video cassette recorders and computers. There shall be a work area where students and faculty can prepare instructional aids. Space shall be provided for conducting and recording instructional situations such as sample lessons, role-playing, and micro-teaching. Students shall have easy access to such materials.
The standard is **MET for all programs except Music.**

Rationale: The curriculum materials are not adequate for the Music program. The Music Department has not provided guidance to the library in the updating of curriculum materials.

Recommendation: Instructional materials shall be available, either as part of the library/resource center or as one or more independent units. It shall include current texts and supplementary printed materials available for use in elementary and secondary schools; various types of audio-visual aids such as maps, charts, photographs, films, filmstrips, and recordings; instructional materials such as games and manipulatives; and educational technology such as video cassette recorders and computers. There shall be a work area where students and faculty can prepare instructional aids. Space shall be provided for conducting and recording instructional situations such as sample lessons, role-playing, and micro-teaching. Students shall have easy access to such materials.

Suggestion: ***The Music Department should provide the library with direction for the updating of curriculum materials.***

Ed 607.04 The Cooperating School. All professional laboratory experiences, including observation and the required practicum, shall take place in local cooperating schools. Such schools shall be selected after an analysis of their curricula, teaching resources, facilities, and faculty. There shall be a written agreement between the school district and the institution which makes explicit the roles and responsibilities of the institution and local school districts, including activities and services to be performed, compensation, provisions for coordination of ongoing activities, methods for solving problems which might arise, and a procedure for modifying the agreement itself. The agreement shall be signed by a representative of the institution, one from the school district involved, the cooperating teacher, and the prospective teacher. All agreements shall conform to the laws of the State of New Hampshire.
The standard is **MET.**

PART VII. GENERAL CURRICULUM STANDARDS FOR UNDERGRADUATE PROGRAMS (Ed 608)

Ed 608.01 Coordination. Responsibilities for the administration of a continuing program of curriculum development, evaluation, and revision, and for the advisement and programming of students in the education curriculum shall be coordinated through a designated administrative unit of the preparing institution. This unit shall recommend candidates to the New Hampshire State Department of Education for certification.
The standard is **MET.**

Suggestion: ***While the Dean of Graduate and Professional Studies has charged the teacher education faculty (including faculty from ESEC, Secondary, and K-12 programs) to provide leadership for all teacher education on campus, more formal coordination among these groups is needed.***

Ed 608.02 Responsibility for Curriculum Development. The curriculum development process shall involve representation from such groups as the following: (a) the public schools; (b) college teachers in the fields related to subjects taught in the schools; (c) the New Hampshire State Department of Education; (d) professional associations; (e) appropriate committees and commissions; (f) teacher education students; (g) graduates of the program; (h) external practitioners in the content field(s).
The standard is **NOT MET.**

Rationale: There is no evidence of input to the curriculum development of the programs from such groups.

Recommendation: The curriculum development process shall involve representation from such groups as the following: (a) the public schools;(b) college teachers in the fields related to subjects taught in the schools; (c) the New Hampshire State Department of Education; (d) professional associations; (e) appropriate committees and commissions; (f) teacher education students; (g) graduates of the program; (h) external practitioners in the content field(s).

Suggestion: ***Program Advisory boards should be established including representation from such groups as the following: (a) the public schools; (b) college teachers in the fields related to subjects taught in the schools; (c) the New Hampshire State Department of Education; (d) professional associations; (e) appropriate committees and commissions; (f) teacher education students; (g) graduates of the program; (h) external practitioners in the content field(s).***

Ed 608.03 Follow-up Evaluation Program for Graduates. A continuing program of curriculum evaluation shall provide follow-up of graduates to determine the adequacy of their preparation and their competence as professional educators. The standard is **MET.**

Suggestion: ***The team suggests that the faculty further examine data from the employer survey with regard to the area of classroom management.***

Ed 608.04 Curriculum. Each curriculum for the preparation of educators shall include: (a) general education as specified in Ed 609; (b) content and experiences in the particular field of specialization as specified in Ed 612; (c) studies and experiences in professional education designed to prepare each educator for his/her role in the schools as specified in Ed 610.
The standard is **MET.**

PART VIII GENERAL EDUCATION STUDIES (Ed 609)

General Suggestion: ***It is suggested that in the revision of the general education standards the faculty align those with the Ed 609 standards.***

Ed 609.01 Content.

Standard (a): Each institution that provides an educator preparation program shall provide a program of general studies designated to give prospective teachers the following competencies which will enable them to: (1) Have a command of language, including languages of words, mathematics, and other symbols, and use these languages accurately, authentically, and ethically;
The standard is **MET.**

Standard (a)(2): Discover literature and the arts as media for self-expression and be sensitive and responsive to the universality of the arts;
The standard is **MET.**

Standard (a)(3): Place themselves in time and space so as to be aware of their history and culture, be sensitive to the histories and cultures of others, and understand how this knowledge of

history and culture can shape the present and future;
The standard is **MET.**

Standard (a)(4): Understand and be sensitive to the human life cycle of birth, growth, and death, and the importance of choice in health and wellness;
The standard is **MET.**

Standard (a)(5)a.: Understand: The social web of our existence, which includes: 1. Family life; 2. Government; and 3. The political process;
The standard is **MET.**

Standard (a)(5)b.: Other formal and informal structures that surround us; and
The standard is **MET.**

Standard (a)(5)c.: The privileges, rights, and responsibilities that belong to each of us;
The standard is **MET.**

Standard (a)(6): Have a sense of connection to and responsibility for the natural environment;
The standard is **MET.**

Standard (a)(7): Understand science and technology and the ethical application of each within the natural and social worlds;
The standard is **MET.**

Standard (a)(8): Understand the nature of work and be prepared for work, knowing what it means to produce as well as consume;
The standard is **MET.**

Standard (a)(9): Understand the interdependence of community and the individual, and the importance of service to the community; and
The standard is **MET.**

Standard (a)(10): Demonstrate an understanding of democratic principles, beliefs, and practices and how these principles can be used to achieve the goal of social justice.
The standard is **MET.**

Standard (b): General education shall include that portion of a baccalaureate degree which is required of all students, comprised of the liberal arts and including: (1) Humanities; (2) Mathematics; (3) Biological and physical sciences; (4) Social and behavioral sciences; and (5) Information retrieval skills, including the use of technology.
The standard is **MET.**

PART IX. PROFESSIONAL EDUCATION REQUIREMENTS (Ed. 610)

Ed 610.02 To promote all students' learning, each program of professional preparation shall require each graduate of a teacher preparatory program to demonstrate professional education and the ability to exercise professional judgment by showing achievement of the following

knowledge, skills, and dispositions:

Standard (a): The teacher believes that each student can achieve at the highest level possible for that student, shows respect for students' varied talents and perspectives, and persists in helping all students achieve success;
The standard is **MET.**

Standard (b): The teacher understands and keeps abreast of the central concepts and tools of inquiry of the subject areas taught, appreciating the ever-changing nature of knowledge, including: (1) Information and issues relating to the subject area; and (2) Themes and generalizations pertaining to the subject area;
The standard is **MET.**

Standard (c): The teacher creates meaningful learning experiences based upon knowledge of and enthusiasm for the subject matter, the students, the community, local curricula, and state curriculum frameworks;
The standard is **MET.**

Standard (d): The teacher understands how students learn and develop and provides opportunities that support their cognitive, linguistic, creative, social, moral, emotional, and physical development;
The standard is **MET.**

Standard (e): The teacher understands and identifies differences in students' approaches to learning and designs instruction that is responsive to their diverse needs;
The standard is **MET.**

Standard (f): The teacher values and is fluent in a variety of instructional strategies and chooses appropriately from them to encourage and enhance students' thinking, learning, and skilled use of knowledge;
The standard is **MET.**

Standard (g): The teacher creates a challenging, dynamic, and safe classroom and school community that: (1) Is sensitive to the full range of student diversity; (2) Encourages openness, tolerance, respect, caring, collaboration, and self-motivation; (3) Emphasizes both individual and collective responsibility; and (4) Fosters a concern for social justice;
The standard is **MET.**

Standard (h): The teacher demonstrates proficient oral, written, and nonverbal communication and promotes the development of these skills in students;
The standard is **MET.**

Standard (i): The teacher understands and uses multiple formal and informal strategies to continually assess student learning and uses that information to modify and design instruction and to communicate students' progress to parents;
The standard is **MET.**

Standard (j): The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on students, parents, and others in the school and community;
The standard is **MET.**

Standard (k): The teacher uses a variety of resources to enhance his or her professional development as a scholar, teacher, and educational leader, including: (1) Professional literature; (2) Professional organizations; (3) Colleagues; and (4) Service opportunities, such as, but not limited to, volunteer work in the community;
The standard is **MET.**

Standard (l): The teacher understands schools as complex organizations within a larger community and collaborates effectively with school staff, parents, and others to support students' learning and well-being;
The standard is **MET.**

Standard (m): The teacher evaluates and uses a variety of current technologies to enhance instruction and to advance students' technological literacy; and
The standard is **NOT MET** for the Elementary Education program, the Special Education program and the Modern Language programs.

Rationale: There is no evidence that the prospective teachers in these programs can demonstrate the use of current technologies to enhance instruction and advance students' technological literacy.

Recommendation: The program should insure that the teacher candidates can demonstrate the ability to evaluate and use a variety of current technologies to enhance instruction and to advance students' technological literacy.

Suggestion: ***The Social Studies program should expand these opportunities for prospective teachers.***
Standard (n): The teacher's practice is based on a clear understanding of professional ethics and the legal rights and responsibilities of educators and students.
The standard is **MET.**

Ed 610.03 Early Field-Based Experience.
Standard (a): Each program of professional preparation shall require each candidate in a teacher preparatory program, before participating in a culminating field-based experience, to participate in an early field-based experience.
The standard is **MET.**

Suggestion: ***The institution needs to ensure that in all K-12, elementary, special education and secondary programs, early field-based experiences occur as early in program as possible, ideally within the first two years.***

Standard (b): An early field-based experience shall provide opportunities for observing, teaching, and engaging with school-age youth.
The standard is **MET.**

Ed 610.04 Admission to the Culminating Field-Based Experience.
Each program of professional preparation shall require that a candidate in a teacher preparatory program successfully complete early field-based experience before admission to the culminating field based experience.
The standard is **MET.**

Commendation: The Route handbook is an excellent document providing a clear path for students to follow.

Ed 610.05 Culminating Field-Based Experience.
Standard (a): Each program of professional preparation shall require that each candidate in a teacher preparatory program: (1) Successfully complete a culminating field-based experience as an educator; and (2) Participate in a culminating field-based experience for a minimum of one semester or its equivalent.
The standard is **MET.**

Standard (b): During the culminating field-based experience, the candidate shall:
1. Demonstrate the ability to perform competently each of the competencies described in Ed 610.02; and 2. Engage in the full range of teaching activities, roles, and responsibilities encountered in the school setting.
The standard is **MET.**

Suggestion: ***The institution should strengthen the demonstration of the assessment of the students in culminating field-based experiences against the Ed 610 standards.***

Ed 610.06 Institutional Responsibilities.

Each institution that offers a teacher preparatory program shall:

Standard (a): Designate one or more faculty members to be responsible for coordinating and managing the program, including the orientation of cooperating teachers;

Standard (b): Provide for the supervision of each candidate in a teacher preparatory program by one or more faculty members, which supervision shall include both direct observation and follow-up conferences;

Standard (c): Provide cooperating teachers with information about the requirements of the institution relating to field-based experiences; and

Standard (d): Provide a cooperating teacher with any information from a candidate's record that the institution believes would be helpful to the cooperating teacher in supervising the candidate's culminating field-based experience.
The standards are **MET.**

Ed 610.07 Cooperating Teacher.

Standard (a): "Cooperating teacher" means a teacher who makes an agreement with an institution to supervise, in a classroom setting, one or more candidates in an early or culminating field-based experience.

Standard (b): A cooperating teacher shall hold an experienced educator credential in: (1) The subject area in which the teacher supervises a candidate in a teacher preparatory program when the class is devoted to a particular subject area; or (2) The level at which the teacher supervises the candidate, when the class is a grade-level class in which a variety of subjects is taught.
The standard is **MET.**

PART X. GENERAL STANDARDS RELATING TO AREAS OF MAJOR CONCENTRATION (Ed 611)

Ed 611.01 Statements of Competency. Each teaching major or field of specialization shall be built on a written statement of the competencies needed by teachers in this area. These competencies shall include the knowledge, understanding, and skills that are necessary to enter the teaching profession. These statements shall be based upon the goals and objectives for professional preparation programs.
The standard is **MET.**

Ed 611.02 Major Area of Concentration. Each prospective teacher shall be enrolled in a program which leads to a degree in a major area of concentration. This program shall develop the competencies described in specific program standards.
The standard is **MET.**

PART XI. STANDARDS COMMON TO ALL (GRADUATE) SPECIALTY PROGRAMS (Ed 613)

General suggestion: ***The College's print and electronic publications should more clearly articulate both the presence and the strength of the graduate programs and faculty.***

Ed 613.01: Administration of Standards:

Standard (a): An institution providing graduate programs shall establish an administrative unit which has responsibility for assuring the quality of the various programs of advanced study in education within the institution.
The standard is **MET.**

Standard (b): Those institutions offering both graduate and undergraduate programs shall maintain consistency in the philosophy, principles, and objectives for all education programs, based on written materials which describe each objective, unique and cooperative program provisions, and the means of program evaluation, to assure that evidence related to such evaluation shall be accessible.
The standard is **MET.**

Ed 613.02: Common Standards: All professional preparation programs beyond the baccalaureate levels shall include the following:
Standard (a): Program objectives shall be stated specifically, including an outline of each program;
The standard is **MET.**

Standard (b): Specialization and advanced study beyond undergraduate education shall assure appropriate scholarship appropriate to the specialization or advanced study;
The standard is **MET.**

Standard (c): Programs shall provide sufficient courses of instruction to enable the student to develop competencies in the field of student beyond the baccalaureate level;
The standard is **MET.**

Standard (d): Each advanced study and specialization program shall be supported by resources of staff, equipment, special facilities, library and general institutional backing sufficient to provide for the requirements specified in (b) and (c) above;
The standard is **MET.**

Standard (e): The advisory system for advanced student programs shall reflect attention to individual student potential; utilize all instructional resources; and recognize the rapid growth of knowledge.
The standard is **MET.**

Standard (f): Admission and retention procedures, designed to maintain the quality of students, shall be appropriate to each program's objectives.
The standard is **MET.**

Standard (g): Student evaluation and degree requirements supporting the admission and retention procedures shall be consistent with program objectives.
The standard is **MET.**

Standard (h): Program evaluation procedures shall assure continued professional appraisal and improvement.
The standard is **MET.**
Ed 613.04: Field-Based Experience: Graduate curricula designed to provide prospective educators with entry level competence shall include a supervised field-based experience of at least one semester or its equivalent which includes specific practical experience and field work in the area of specialization or advanced student which shall be designed to develop competence, to serve as an opportunity for evaluating the student and to indicate qualification for certification.
The standard is **MET.**

PART XII. CONVERSION PROGRAMS (Ed 616)

General suggestion: ***The Visiting team commends the ESEC faculty for the innovative programs it has developed to meet critical shortage needs in education and which address the adult learner***

needs. It is suggested that the faculty re-examine the documentation of the assessment of the students in these programs regarding the NH State standards to ensure that prospective educators in these programs meet the same standards as all other educators.

Ed. 616.01: Conversion Programs: Conversion programs shall be those which are specifically designed to prepare for teacher certification persons who hold baccalaureate degrees. Persons completing conversion programs shall have the same levels of skill and knowledge as those completing undergraduate programs of professional preparation as specified for general education in Ed 609, for professional education in Ed 610, for areas of major concentration in Ed 611, and for specific preparation programs in Ed 612.
The standard is **MET.**

Ed 616.02 Administration of Standards. Programs shall meet the following criteria.
Standard (a): Responsibility for assuring the quality of programs shall be centralized in a single specifically designated administrative unit.
The standard is **MET.**

Standard (b): Conversion programs shall be consistent with the philosophy and objectives upon which all other education programs are based. Data should be available to indicate that consistency exists.
The standard is **MET.**

Standard (c): One person shall be responsible for coordinating conversion programs within each administrative unit.
The standard is **MET.**

Ed 616.03 Admission to the Program. Admission procedures shall conform to the following:
Standard (a): There shall be published criteria for admission to the program.
The standard is **MET.**

Standard (b)(1): Life experience may be accepted by the institution subject to the following provisions: No more than one-third (1/3) of the total work required for any individual conversion program may be satisfied by life experience.
The standard is **MET.**

Standard (b)(2): A system for the evaluation of life experience shall assure that: (a.) experience is related to specific areas in general education, professional education, or specialty area competency. These are listed in Ed 609, 610, 611 and 612. (b.) documentation shall be provided for any life experience.
The standard is **MET.**

Ed 616.04 Student Teaching. Student teaching procedures shall conform to the following.
Standard (a): Any student admitted to student teaching shall be competent in the basic skills of reading, writing, and mathematics according to the same criteria established for the school's undergraduate programs.
The standard is **MET.**

Standard (b): Student teaching or other major practicum shall meet all the provisions of Ed 610.04.
The standard is **NOT MET.**

Rationale: There is no evidence that the student teaching under the conversion programs meets all the provisions of Ed 610.04.

Recommendation: Student teaching or other major practicum shall meet all the provisions of Ed 610.04, ie., each program of professional preparation shall require that a candidate in a teacher preparatory program successfully complete early field-based experience before admission to the culminating field based experience.

Ed 616.05 Previous Collegiate Training. A process shall exist to assure that any previous collegiate training is consistent with recent developments in general education, professional education, and any specialty area.
The standard is **MET.**

Ed 616.06 Counseling and Advising Students. Advisors shall assist students in structuring individual programs designed to maximize strengths, overcome weaknesses, and reflect attention to a variety of backgrounds and potential.
The standard is **MET.**

Ed 616.06: Basic Skills in Reading, Writing, and Mathematics Required: Each institution shall ensure that all candidates recommended by the institution for certification have competence in the basic skills of reading, writing, and mathematics as described in Ed 604.01.
The standard is **MET.**

EARLY CHILDHOOD EDUCATION Ed 612.03

Standard (b)(3) a.: Learning Theory and Human Development. The candidate shall demonstrate the ability to discuss the stages, characteristics, and continuity of child development from the ages of birth through 8 years including the cognitive, affective, and psychomotor elements and needs associated with each.
The standard is **MET.**

Commendation: The child study assignments are comprehensive and well developed. The reviewer especially praised the parent conference simulation part of the project. Furthermore, the photographs provide beneficial insights to the pre-service teacher and his/her audience of peers, professors, etc.

Standard (b)(3) b.: Learning Theory and Human Development. The candidate shall demonstrate the ability to discuss the nature of special needs of young children at each stage of development.
The standard is **MET**.

Standard (b)(3) c.: Learning Theory and Human Development. The candidate shall

demonstrate the ability to explain the major theories of how young children learn and develop and the application of such theories in the classroom, including how learning and development interact.
The standard is **MET.**

Suggestion: ***The lesson plan and reflection protocols are comprehensive and thoughtful. The artifacts appear to be based on Gardner's MI Theory. Although this theoretical perspective is valid and important, given that we are teaching pr-eservice educators to successfully work with young children, it might be helpful to show somewhere in the artifacts evidence of student's understanding of a constructivist theoretical perspective.***

Standard (b)(4) a.: Instructional Theory. The candidate shall be able to design and/or evaluate learning environments and programs considering such things as safety, health, guidance, special needs, learning styles, and independent learning.
The standard is **MET.**

Standard (b)(4) b.: Instructional Theory. The candidate shall be able to discuss the models of early childhood education including their history, development, and application.
The standard is **MET.**

Suggestion: ***Although the artifacts reflect a careful observation and analysis of the early childhood program, it would be beneficial to ask the pre-service teacher to connect observations to models of early childhood education discussed and read about in class, ie., a stronger theory to practice connection could be made.***

Standard (b)(4) c.: Instructional Theory. The candidate shall be able to discuss the sociological influences on the education of young children. These include: 1. the characteristics of varying family structures including the significance of parent, caregiver, child, and sibling relationships; 2. cultural diversity, bilingualism, and second language acquisition; 3. changes in society in such areas as health, economy, technology, and gender roles.
The standard is **MET.**

Suggestion: ***It is important that the needs of young English language learners be infused into the pre-service teacher curriculum. The program might consult some of the NAEYC standards language for further recommendations.***

Standard (b)(4) d.: Instructional Theory. The candidate shall be able to describe curricula which integrate subject matter and reflect developmentally appropriate practices.
The standard is **MET.**

Standard (b)(4) e.: Instructional Theory. The candidate shall be able to describe models and methods of mainstreaming young children.
The standard is **MET.**

Suggestion: ***Pre-service teachers could benefit significantly by having more course work and experiences in this area. There seems to be growing interest among colleges and universities in moving towards blended programs or dual certification in both SPED and "regular" education. The program might consider this as a possibility.***

Standard (b)(4) f.: Instructional Theory. The candidate shall be able to describe programs and practices for young children at risk.
The standard is **MET.**

Standard (b)(5) a.: Instructional Performance. The candidate shall be able to discuss the subject matter of the early childhood curriculum including emergent literacy, oral and written communication, thinking skills, children's literature, the arts, mathematics, science, social studies, health, safety, movement, and physical education.
The standard is **MET.**

Suggestion: ***An area that needs additional emphasis is emergent literacy and helping pre-service teachers learn the what, why and how of reading and writing instruction, and to develop effective reading, writing, and language arts programs for primary aged children.***

Standard (b)(5) b.: Instructional Performance. The candidate shall be able to choose and use an approach, including learning through play and using manipulatives, for engaging the child in learning subject matter appropriate for his/her developmental level.
The standard is **MET.**

Commendation: It is apparent that pre-service teachers are well acquainted, both through coursework and in particular their experiences at the CDC, with the importance of learning through play and the importance of a multi-sensory approach to teaching and learning.

Standard (b)(5) c.: Instructional Performance. The candidate shall be able to use positive guidance and behavior management techniques.
The standard is **MET.**

Suggestion: ***Although there is evidence that pre-service teachers are learning and thinking about classroom management, it might be helpful to consult other texts such as "Constructive Guidance and Discipline." A section entitled "Guidelines for Writing a Guidance and Discipline Pedagogical Creed" might prove helpful.***

Standard (b)(5) d.: Instructional Performance. The candidate shall be able to encourage creativity through exploration and experimentation.
The standard is **MET.**

Standard (b)(5) e.: Instructional Performance. The candidate shall be able to interact with children in ways which foster self-esteem and enhance favorable attitudes toward school and learning.
The standard is **MET.**

Standard (b)(5) f.: Instructional Performance. The candidate shall be able to work as part of an instructional team with school personnel, parents, volunteers, and external professionals.
The standard is **MET.**

Suggestion: ***The program might consider how to involve pre-service teachers in more engaging and meaningful relationships with external professionals either through additional guest speakers and/or opportunities to experience professional development opportunities above and beyond prescribed coursework.***

Standard (b)(6) a.: Instructional Assessment. The candidate shall be able to observe, record, and assess children's behavior in order to plan instruction and environment.
The standard is **MET.**

Suggestion: ***The program should engage in discussions and explorations of developing a separate course that addresses more in depth both qualitative and quantitative methods of assessment and evaluation and means of analyzing and reporting these assessment and evaluation results.***

Standard (b)(6) b.: Instructional Assessment. The candidate shall be able to work with interdisciplinary specialists to provide for individual needs.
The standard is **MET.**

Standard (b)(6) c.: Instructional Assessment. The candidate shall be able to observe and record child behavior and child/adult interaction as a basis for evaluation.
The standard is **MET.**

Suggestion: ***The program should engage in discussions and explorations of developing a separate course that addresses more in depth both qualitative and quantitative methods of assessment and evaluation and means of analyzing and reporting these assessment and evaluation results.***

Standard (b)(7) a.: School Outreach. The candidate shall be able to develop partnerships with parents and strengthen school/community relations.
The standard is **MET.**

Suggestion: ***There should be additional emphasis placed upon helping pre-service teachers learn more about community resources and the community in general so that both they and the children and families they work with understand the importance of community outreach. For example, pre-service teachers might bring in various community resources as part of an integrated unit of study.***

Standard (b)(7) b.: School Outreach. The candidate shall be able to utilize community resources to enhance the learning of students, including those with special needs.
The standard is **MET.**

Standard (b)(7) c.: School Outreach. The candidate shall be able to adhere to federal and state laws and regulations pertaining to the education, health, and safety of young children.
The standard is **MET.**

Commendation: The CDC Student Handbook is a fine piece of work. It is clearly written and very helpful.

Standard (c): The baccalaureate level program in Ed 612.03(a) shall meet the following program standards: (1) The program shall provide a variety of supervised field experiences, involving different age groups, with children and families beginning early and continuing throughout the program; (2) The program shall be based on a comprehensive view of current, research-based practices in Early Childhood Education.
The standard is **MET.**

ELEMENTARY EDUCATION Ed 612.04

Standard (b)(3)a. Learning Theory and Human Development. The candidate shall be able to describe the various processes and modes through which elementary age children learn.
The standard is **MET.**

Suggestion: ***The program is encouraged to have students explain the reasons they select specific processes and modes of learning when using certain materials and instructional strategies. This would enhance their understanding of the learning process related to age and diversity of learners.***

Commendation: The process taught in the science curriculum with the SE model is outstanding. Inquiry questions are thought provoking, motivating, and address the diversity of the learner.

Standard (b)(3)b. Learning Theory and Human Development. The candidate shall be able to explain the major theories of elementary child growth and development.
The standard is **MET.**

Suggestion: ***The program is encouraged to insure that students can identify the theories of growth and development by author, childhood stage, and age level as they learn to articulate their evolving philosophies of education.***

Commendation: Science, Math, and Literacy based artifacts show the most evidence of the understanding of the theories of growth and development. The program's focus on Marilyn Burns, the SE Model, and exposure to literacy models has set the stage for students to begin to integrate theory.

Standard (b)(3)c. Learning Theory and Human Development. The candidate shall be able. describe the social, emotional, physical, and health needs of children at a given age.
The standard is **MET.**

Standard (b)(4)a. Instructional Theory. The candidate shall be able to describe various theoretical models of organizing elementary schools, as well as their practical application.
The standard is **MET.**

Standard (b) (4)b. Instructional Theory. The candidate shall be able to articulate his/her beliefs about the nature of teaching and learning.

The standard is **MET.**

Commendation: The students of KSC show a strong ability to dissect their thoughts about teaching and learning, articulate their beliefs and fears, and to grow through the process of their analysis.

Standard (b)(4)c. Instructional Theory. The candidate shall be able to design self contained classroom environments which address the learning needs of children as well as make efficient use of time and space.
The standard is **MET.**

Standard (b)(4)d. Instructional Theory. The candidate shall be able to design instruction for reading and language, mathematics, science, social studies, physical and mental health, physical education, and the arts.
The standard is **NOT MET.**

Rationale: Parts of this standard were unmet during the last accreditation, as well. There is evidence of the standard being met in the following areas: reading, language, mathematics, science, social studies, and physical and mental health. The problem remains that evidence for "designing instruction" for physical education for all students is not present. In addition, designing instruction for "the arts" is not seen on a required and consistent basis.

Recommendation: The candidate shall be able to *design instruction* for physical education and the arts.

Suggestion: ***Create a template for units including "the arts" and "physical education." Provide training in the arts and movement. The integration of these two areas should be automatic when developing every curriculum unit of study. The further development of these areas will enhance the focus on Gardner's Multiple Intelligences.***

Standard (b)(5)a. Instructional Performance. The candidate shall be able to discuss all content areas taught in the elementary schools, including children's literature, the arts, and health and physical education.
The standard is **MET.**

Suggestion: ***The arts need to be included on a regular basis. Children's literature should always be part of the template used to develop a curriculum unit.***

Standard (b)(5)b. Instructional Performance. The candidate shall be able to implement a language program which integrates reading, writing, speaking, and listening.
The standard is **MET.**

Suggestion: ***A more specific breakdown of the study of the good listener and speaker might prove to be valuable. The use of the "T" chart, as seen in some evidence, would be a great way to examine what a good listener or speaker looks and sounds like.***

Commendation: The use of writing as an integral part all subject matter was evident

throughout the artifacts. Having students write about math and science thinking processes is wonderful. Response to literature seems to be an important part of the literacy integration. The program is also commended for having students write letters to parents explaining a new reading program or the progress of their child. The editing, critiquing and rewriting of such letters is such a wonderful and relevant learning experience.

Standard (b)(5)c. Instructional Performance. The candidate shall be able to implement a mathematics program which promotes both theoretical understanding and practical application as well as utilizes manipulatives to teach mathematical concepts. The standard is **MET.**

Suggestion: ***The motivational introduction included in the science model seems to be missing in the lessons included in math. It is suggested that such an introduction be included in math.***

Standard (b)(5)d. Instructional Performance. The candidate shall be able to integrate the arts into all areas of the curriculum.
The standard is **NOT MET.**

Rationale: Integrating "the arts" is not seen on a required and consistent basis. The arts are defined as visual arts (paintings, collage, photography, sculpture), expressive arts (theatre, movement, dance, puppetry) and music, both appreciation and participation.

Suggestion: ***The integration of arts into all areas of the curriculum should be automatic when developing curriculum units.***

Standard (b)(5)e. Instructional Performance. The candidate shall be able to supplement the teaching of physical education.
The standard is **NOT MET.**

Rationale: Evidence that all candidates supplement the teaching of physical education on a consistent basis is not seen.

Recommendation: The candidate shall be able to supplement the teaching of physical education.

Standard (b)(5)f. Instructional Performance. The candidate shall be able to use a variety of methods and materials.
The standard is **MET.**

Suggestion: ***The use of the constructivist approach was mentioned only once in the artifacts. This theory seems to fit into your philosophy quite well and would be beneficial if used more often.***

Commendation: The focus on current "best practices" is evident: Marilyn Burns in math, the Foss/Delta Science Kits with the SE Model, and many methods in language arts from Readers' Theatre to Literature Circles.

Standard (b)(5)g. Instructional Performance. The candidate shall be able to integrate simulation, role playing and other action activities into instruction to: 1. promote pupil mastery of fundamental

skills and concepts; 2. integrate critical thinking and problem solving in all subject areas.
The standard is **MET.**

Suggestion: ***The use of simulation through movement would be useful, especially in the lower elementary setting to help students master the understanding the way the sun, moon and earth relate. The use of simulation and action activities need to be seen on a more consistent and required basis. In the upper elementary the simulation could be more complex and mature.***

Commendation: The Science Inquiry lesson exhibited a wonderful example of the integration of critical thinking and problem solving. The use of the Discourse Analysis Theory involved the use of Inner and Outer Circling to teach thought processes, a very useful and creative technique. Peer response is seen throughout all areas of content, especially in the Literacy and Methods courses. Students exhibit the use of critical thinking and problem solving when involved in peer partnering and grouping.

Standard (b)(5)h. Instructional Performance. The candidate shall be able to use audio-visual and electronic technology as integral parts of the teaching process.
The standard is **NOT MET.**

Rationale: The use of audio-visual (overheads, video, cassettes, CD's, cameras) and electronic technology (computers, digital cameras, palm pilots) as integral parts of the teaching process was not seen in the evidence.

Recommendation: The candidate shall be able to use audio-visual and electronic technology as integral parts of the teaching process.

Suggestion: ***The use of overheads has returned to the classroom with the improvement of math instruction and overhead materials, as overhead calculators, pattern blocks, dominoes, playing cards, thermometers, clocks, and more have appeared. The program, Everyday Math insists that each classroom should have an overhead at their fingertips because the need is so frequent. The philosophy behind teaching and integrating software is an important consideration. Although there is a place for "drill and practice," the use of computer "simulation programs" would compliment your focus on critical thinking and problem solving.***

Standard (b)(6)a. Instructional Assessment. The candidate shall be able to design, administer, and use the results of informal inventories to meet individual needs.
The standard is **MET.**

Standard (b)(6)b. Instructional Assessment. The candidate shall be able to use the results of standardized tests, observation, and daily student performance to plan instruction.
The standard is **MET.**

Standard (b)(6)c. Instructional Assessment. The candidate shall be able to help students develop the ability to assess their own progress as learners.
The standard is **MET.**

Standard (c)1. The program shall make specific provision for a content area minor and, where possible, a content area major.
The standard is **MET.**

Standard (c)2. The program shall provide for school observation and intern teaching at more than one grade level according to the provisions of Ed 610.03 and Ed 610.04.
The standard is **MET.**

Suggestion: ***A suggestion was made by both cooperating teachers and student teachers to be able to get out into the field much earlier and with much more frequency. A suggestion to begin right away in their freshman year would be optimum, followed by increasing the length and frequency from that point.***

General Commendations: The elementary education students at Keene State College are lucky to be surrounded by such caring professionals. The focus on the growth of the whole person, both the development of student educator and the students they will be teaching, was very apparent. Three areas of concentration were seen consistently throughout the student artifacts and the texts used throughout the program: the diversity of the learner, the affective domain, and social justice.
The preparation of teachers for the real world seems to be a major focus of the professors. Strict guidelines for attendance, timeliness, integrity, and respect were evident and to be highly commended. Students are prepared from the beginning that they are being trained for a career and need to practice that behavior while performing as a student.
The cooperating teachers and principals were positive in their comments about the students, saying that they displayed a solid work ethic, were open to learning new information, and exhibited a wonderful understanding of the development of the child and community. The school complimented the college on its dedication and coordination. The elementary education department has a positive reputation in the community, works closely to solve any problems that come along. The student teachers displayed enthusiasm for teaching and a willingness to work hard to learn all that they can. Students exemplified the motivated, caring teacher willing to do all that it takes to become the best teacher possible.

General Suggestions: ***One area of weakness became evident after examining many student artifacts, from sophomores to seniors, artifacts labeled both ideal and acceptable, was the command of language. Student work showed spelling and grammatical errors, diction issues, lack of understanding of punctuation, and generally a low standard of expectations. The focus on growth in writing from the rough draft to the final copy was evident in some assignments. However, these issues were seen in final papers and even portfolios. The development of a teacher is complex and an overwhelming task, but it must include a high standard in the preparation for written and oral communication.***
Both cooperating teachers and student teachers alike suggested that students experience the classroom a little earlier, perhaps even in their freshman year and accelerate that time from that point on. They both noticed a deficit in the preparation of teaching reading and math. Student teachers felt that their math preparation reinforced their basic skills, but did not teach them how to teach math. The cooperating teachers noticed a decline in the preparation of teaching reading, phonics, and language in the last ten years. Only one course is required in literacy and students felt that wasn't enough to prepare them for their student teaching

experience. It is suggested that a second course be offered closer to the student teaching experience so that the information is fresh in their minds when they begin their practice.

PROGRAMS FOR CHILDREN WITH DISABILITIES ED 612.07

Standard (a)(1): A general special education program shall provide the candidate with skills, competencies and knowledge through a combination of academic and supervised practical experiences in the following areas: (1) The ability to base professional practice on an understanding of federal and state laws and local policies that pertain to individuals with disabilities;
The standard is **MET**.

Standard (a)(2): The ability to recognize the importance of families in children's lives, to respect cultural diversity, and to work in partnerships with families to promote their full participation in the educational process;
The standard is **MET**.

Standard (a)(3): An understanding of how significant variations in development, including, but not limited to, variations in physical, sensory, language, cognitive, and emotional development, educational disabilities, and social and cultural contexts impact learning;
The standard is **MET**.

Commendation: Varied and comprehensive exposure to the key elements and relevant topics in special education. Student teachers report a solid background in their preparation for teaching.

Standard (a)(4): The ability to, in collaboration with families, identify resources and supports as necessary to assist children's participation in inclusive home, school, and community activities;
The standard is **MET**.

Standard (a)(5): Competency in collaboration, advocacy, coordination of family and school educational efforts, and case management;
The standard is **MET**.

Standard (a)(6): The ability, in collaboration with others, to provide training and supervision of paraeducators with respect to the implementation of children's educational programs;
The standard is **MET**.

Suggestion: ***There is introduction and exposure to this, but length of student teaching assignments limits more in-depth skills, especially in supervision and training of para-educators. The program might seek ways to enhance student teachers skills in working with paraeducators.***

Standard (a)(7): The ability to administer, as a member of the educational team, appropriate assessments to: a. Determine eligibility for special education; b. Develop the Individualized

Education Plan/Individualized Family Support Plan; c. Plan instruction; d. Evaluate progress; e. Review and revise programs; and f. Communicate educational results to others;
The standard is **MET**.

Commendation: Students are well prepared through course work and experience to evaluate and assess student performance.

Standard (a)(8): The ability, as a member of the educational team, to: a. Develop the Individualized Education Plan/Individualized Family Support Plan; and b. Identify, design, and promote individualized supports, strategies, accommodations, and modifications that meet children's educational needs;
The standard is **MET**.

Standard (a)(9): The ability to collaborate with others to promote children's access to and achievement within the general education curriculum;
The standard is **MET**.

Standard (a)(10): The ability to identify and use appropriate instructional methods, curriculum, and technologies that support children's: a. Access to information; b. Enhancement of communication skills; c. Interactions with peers, adults, and their environment; and d. Demonstration of learning;
The standard is **MET**.

Commendation: Student portfolios are complete and well done. Reflection and journaling activities are thorough and thoughtful.

Standard (a)(11): An understanding of the complex nature of children's behavior and ability to: a. Create a positive learning environment; b. Establish supportive relationships with children; and c. Design, implement, and evaluate a variety of strategies, including positive behavioral supports and interventions;
The standard is **MET**.

Standard (a)(12): The ability, in collaboration with others, to facilitate the development of skills that enhance social interactions between children and adults, and between children with and without disabilities within various environments;
The standard is **MET**.

Standard (a)(13): The ability to promote children's independence and self-advocacy, respecting family and cultural norms;
The standard is **MET**

Standard (a)(14): The ability to collaborate with others to facilitate smooth and effective transitions for children and families between settings and program levels; and
The standard is **MET**.

Suggestion: ***The transition course could include more than one case study representing students at different ages and abilities.***

Standard (a)(14): An understanding of the impact of children's health status, including medications, nutrition, and fitness, on learning and behavior and ability to take these factors into account in all aspects of educational programming.
The standard is **MET**.

Standard (b)(1): A general special education program shall require a student to have at least one of the following field-based experiences: (1) In the program for an early childhood general special education teacher for children from birth up to age 8: a. An early field-based experience during the undergraduate preparatory experience, that includes participation in supervised opportunities for observing and engaging with children with and without disabilities within the infant/toddler, preschool, and early elementary age range; and b. After successful completion of an early field-based experience, a culminating field-based teaching experience with children with disabilities within the birth up to age 8 age range that: 1. Lasts at least one semester or its equivalent; 2. Requires a student to demonstrate competence in each of the standards described in (a) above; and 3. Requires a student to engage in the full range of teaching activities, roles, and responsibilities encountered in the natural environment or school setting of a child with disabilities; or
The standard is **MET**.

Suggestion: ***The program should provide earlier field experience.***

Standard (b)(2): In the program for an elementary/secondary general special education teacher for children age 5 up to age 21: a. An early field-based experience during the undergraduate preparatory experience, that includes participation in supervised opportunities for observing and engaging with children with and without disabilities from age 5 up to age 21; and b. After successful completion of an early field-based experience, a culminating field-based teaching experience with children with disabilities from age 5 up to age 21 that: 1. Lasts at least one semester or its equivalent; 2. Requires a student to demonstrate competence in each of the standards described in (a) above; and 3. Requires a student to engage in the full range of teaching activities, roles, and responsibilities encountered in the school and community settings of a child with disabilities.
The standard is **MET**.

Suggestion: ***The program should provide earlier field experience. Elementary special education students have little exposure/practical experience with secondary students and settings. The program should look for ways to insure that candidates get this experience.***

General Suggestions: ***The program might consider:***

- ***offering special education as a secondary major***
- ***offering Writing for Teachers (ENG 304) as a <u>prerequisite</u> to student teaching***
- ***exploring greater collaboration between elementary and secondary faculty/courses for topics such as student self advocacy, parent involvement, community resources, transition, etc.***

ENGLISH LANGUAGE ARTS GRADES 5-12 Ed 612.05

Standard (a): In compliance with RSA 193-C:3,IV,(f), the teacher preparation program in English Language Arts For Grades 5-12 shall integrate the NH K-12 English Language Arts Curriculum Framework, including techniques for enhancing student learning in these areas and the use of assessment results to improve instruction.
The standard is **MET**.

Standard (b)(1)a.: In the areas of language arts content, the ability to discuss the processes by which children acquire, understand, and use language.
The standard is **MET**.

Suggestion: ***The program should consider adding a reading course that treats in detail how children learn to read.***

Standard (b)(1)b.: In the areas of language arts content, the ability to explain how social, cultural, psychological, and economic factors influence language learning.
The standard is **MET**.

Standard (b)(1)c.: In the areas of language arts content, the ability to explain the conventions of standard English and the varieties of current usage.
The standard is **MET**.

Standard (b)(1)d.: In the areas of language arts content, the ability to explain the grammatical structures of English.
The standard is **MET**.

Standard (b)(1)e.: In the areas of language arts content, the ability to explain how language changes and develops over time.
The standard is **MET**.

Standard (b)(1)f.: In the areas of language arts content, the ability to explain the nature of regional and ethnic dialects.
The standard is **MET**.

Standard (b)(1)g.: In the areas of language arts content, the ability to explain how language use varies according to audience.
The standard is **MET**.

Standard (b)(1)h.: In the areas of language arts content, the ability to explain how language can be an instrument of the following: bias; propaganda; and persuasion.
The standard is **MET**.

Standard (b)(2)a.: In the areas of literature content, the ability to discuss significant works and literary movements of British and American literature.
The standard is **MET**.

Standard (b)(2)b.: In the areas of literature content, the ability to explain how significant works in the Anglo-American tradition relate to each other influence in terms of: genre; theme or style; and social and intellectual history.
The standard is **MET**.

Standard (b)(2)c.: In the areas of literature content, the ability to analyze, interpret, and evaluate literary works in the four major genres which includes: fiction; non-fiction; drama; and poetry.
The standard is **MET**.

Standard (b)(2)d: In the areas of literature content, the ability to discuss literature as a source for exploring and interpreting human experience;
The standard is **MET**.

Standard (b)(2)e.: In the areas of literature content, the ability to discuss works and issues in young adult literature.
The standard is **MET**.

Suggestion: ***A separate course in young adult literature would enrich the program.***

Standard (b)(2)f.: In the areas of literature content, the ability to discuss literary works by and about women and minorities and issues relevant to those works.
The standard is **MET**.

Standard (b)(2)g.: In the areas of literature content, the ability to discuss varieties of literary and human experiences available through world literature.
The standard is **MET**.

Standard (b)(3)a.: In the areas of teaching writing, the ability to prepare a portfolio of original writing reflecting a variety of genres and purposes.
The standard is **MET**.

Commendation: The program is to be commended for requiring an additional writing course beyond those in the General Education Core. All of the writing courses require student portfolios.

Standard (b)(3)b.: In the areas of teaching writing, the ability to explain the processes by which writers plan, draft, revise, and edit writing for a variety of audiences and purposes.
The standard is **MET**.

Standard (b)(3)c.: In the areas of teaching writing, the ability to demonstrate the capacity to offer constructive and focused response to students' writing.
The standard is **MET**.

Standard (b)(3)d.: In the areas of teaching writing, the ability to employ a variety of techniques to guide students at every stage of the writing process.
The standard is **MET**.

Standard (b)(3)e.: In the areas of teaching writing, the ability to guide students in writing for a variety of audiences and purposes across content areas to include: narrative; informative; persuasive; and analytical.
The standard is **MET**.

Standard (b)(4)a.: In the areas of teaching reading, the ability to explain the processes by which readers question, review, and reread in order to construct meaning from print.
The standard is **MET**.

Suggestion: ***Although ESEC 385, Methods, addresses reading closely in the areas of questioning, review, and rereading, it should also include the "processes" by which readers construct meaning. The program might consider adding a separate reading course that covers how children learn to read and that gives secondary teachers the tools to identify and remediate reading problems.***

Standard (b)(4)b.: In the areas of teaching reading, the ability to employ a variety of techniques to guide students at the literal, inferential, and evaluative level of the reading process.
The standard is **MET**.

Standard (b)(4)c.: In the areas of teaching reading, the ability to evaluate and select appropriate reading materials based on students' needs and interests.
The standard is **MET**.

Standard (b)(4)d.: In the areas of teaching reading, the ability to guide students to employ a variety of reading strategies according to their purpose for reading.
The standard is **MET**.

Standard (b)(4)e.: In the areas of teaching reading, the ability to design instruction to assist students in the development of basic reading skills.
The standard is **NOT MET**.

Rationale: Courses in literature focus on close reading of literature; Methods of Teaching English focuses on teaching literature, not teaching "basic reading skills." Existing courses do not provide instruction on how to assess reading ability or how to help weak readers and non-readers to read.

Recommendation: The program should insure that in the areas of teaching reading, candidates can demonstrate the ability to design instruction to assist students in the development of basic reading skills.

Suggestion: ***Consider adding a reading course that directly addresses helping children learn to read and that includes such topics as phonics, word attack skills, spelling, sight words, as well as assessment, intervention, and remediation.***

Standard (b)(4)f.: In the areas of teaching reading, the ability to discuss techniques to integrate reading strategies into content area instruction.
The standard is **MET**.

Standard (b)(4)g.: In the areas of teaching reading, the ability to foster and promote students in the development of life-long literacy.
The standard is **MET**.

Standard (b)(5)a.: In the areas of teaching techniques of speaking, listening, and viewing, the ability to explain the techniques speakers employ to present information and ideas in formal and informal settings.
The standard is **NOT MET**.

Rationale: Although students have ample opportunity throughout the curriculum to present information formally and informally, this standard asks students to *explain the techniques* involved in this process in order to *teach* them. There is no clear evidence presented to support the teaching of these techniques.

Recommendation: In the areas of teaching techniques of speaking, listening, and viewing, the program should insure that candidates can demonstrate the ability to explain the techniques speakers employ to present information and ideas in formal and informal settings.

Suggestion: ***Include an emphasis on teaching techniques in ESEC 385 and present artifacts to support this standard.***

Standard (b)(5)b.: In the areas of teaching techniques of speaking, listening and viewing, the ability to explain the techniques speakers employ to develop and discuss ideas individually and collaboratively.
The standard is **NOT MET**.

Rationale: While there are many opportunities throughout the curriculum for students to make presentations and to participate in whole class or small group discussions, this standard asks candidates to *explain the techniques* speakers employ. In other words, this standard asks students to be able to teach speaking and listening (and viewing) rather than perform these skills.

Recommendation: In the areas of teaching techniques of speaking, listening and viewing, the program should insure that candidates can demonstrate the ability to explain the techniques speakers employ to develop and discuss ideas individually and collaboratively.

Suggestion: ***Include an emphasis on teaching speaking, listening and viewing in ESEC 385 and present student artifacts that more clearly support this standard.***

Standard (b)(5)c.: In the areas of teaching techniques of speaking, listening and viewing, the ability to demonstrate the ability to speak purposefully and articulately.
The standard is **MET**.

Standard (b)(5)d.: In the areas of teaching techniques of speaking, listening and viewing, the ability to explain how film, visual art, television, music, and media can be used to promote understanding and enrich the teaching of literature and writing.
The standard is **MET**.

Suggestion: ***Artifacts and syllabi show that students themselves view and critique film and that they include film in lesson plans. The program should insure that they also have the ability to explain to their students how the arts "promote understanding and enrich the teaching of literature and writing."***

Standard (b)(5)e.: In the areas of teaching techniques of speaking, listening and viewing, the ability to employ a variety of techniques to guide students in a critical understanding of complex spoken and media messages.
The standard is **MET**.

Suggestion: ***Emphasize application exercises, including viewing guides and lessons that analyze all media, not just film, in ESEC 385.***

Standard (b)(5)f.: In the areas of teaching techniques of speaking, listening and viewing , the ability to employ a variety of techniques to guide students in presenting and discussing information and ideas formally and informally.
The standard is **MET**.

Suggestion: ***Provide artifacts to show clearly that students learn and apply instructional strategies that meet this standard.***

Standard (b)(5)g.: In the areas of teaching techniques of speaking, listening, and viewing, the ability to employ a variety of techniques to guide students to listen and view critically.
The standard is **MET**.

Suggestion: ***Provide more artifacts to support this standard. Show how students incorporate a variety of techniques.***

Standard (b)(6)a.: In the areas of teaching techniques of researching and using technology, the ability to demonstrate an awareness of sources, processes and modes of research.
The standard is **MET**.

Standard (b)(6)b.: In the areas of teaching techniques of researching and using technology, the ability to demonstrate the ability to research, evaluate, and cite information from a variety of sources.
The standard is **MET**.

Standard (b)(6)c.: In the areas of teaching techniques of researching and using technology, the ability to employ a variety of techniques to guide students at every stage of the research process.
The standard is **MET**.

Standard (b)(6)d.: In the areas of teaching techniques of researching and using technology, the ability to employ a variety of techniques to guide students in the use of technology to communicate effectively.
The standard is **MET**.

Standard (b)(6)e.: In the areas of teaching techniques of researching and using technology, the ability to guide students' understanding of the issues involved with the use of technology and the Internet, including the following issues: plagiarism; intellectual property; objectivity; and evaluation of sources.
The standard is **MET**.

Suggestion: ***The program needs to present more student artifacts to support this standard.***

Standard (b)(7)a.: In the areas of instructional assessment, the ability to design various formal and informal assessments which require students to perform at a variety of cognitive levels including the following: comprehension; synthesis; analysis; and application of knowledge.
The standard is **MET**.

Standard (b)(7)b.: In the areas of instructional assessment, the ability to design instruction, including instruction for special populations, based upon analysis of assessment results.
The standard is **NOT MET**.

Rationale: While lesson plans include an inclusion statement, there is no evidence that accommodations are based upon analysis of assessment and that lessons are changed or modified as a direct analysis of assessment results.

Recommendation: In the areas of instructional assessment, the program should insure that candidates can demonstrate the ability to design instruction, including instruction for special populations, based upon analysis of assessment results.

Suggestion: ***Present evidence that students understand and use standardized test results, including state tests, to design and modify instruction for English students. Connect assessment analysis and instruction clearly.***

Standard (b)(7)c.: In the areas of instructional assessment, the ability to assess and document student growth over time using techniques including: holistic scoring, the scoring based on criteria established for an assignment of writing samples; compilation of test scores; and student portfolios.
The standard is **MET**.

Standard (b)(7)d.: In the areas of instructional assessment, the ability to evaluate the alignment of curriculum, instruction, and assessment.
The standard is **MET**.

MODERN LANGUAGES Ed 612.08

The teacher preparation program for modern languages in grades K-12 shall provide the teaching candidate with skills, competencies and knowledge through a combination of academic experiences and demonstrated competency and equivalent experiences in the following areas:

Standard (a): In the area of oral communication, the ability to interact appropriately in the target language, as demonstrated by meeting the requirements of **one** of the following: (1) Having the ability to understand equivalent to a minimum of "Intermediate High" according to the American Council on the Teaching of Foreign Languages (ACTFL) criteria in ACTFL Proficiency Guidelines – Speaking (1999) stating that Intermediate High speakers are able to: a. Converse with ease and confidence when dealing with most routine tasks and social situations of the intermediate level; and b. Relate to work, school, recreation, particular interests and areas of competence; **or**
The standard is **MET**.

Standard (a)(2): Having the ability to meet the New Hampshire Guidelines for Language Learning Continuum, Stage III, as outlined on page 24 of the New Hampshire Guidelines for World Language Learning K-College, published by the New Hampshire Association of World Language Teachers (1997);
The standard is **NOT MET**.

Rationale: Evidence for oral/aural competency is insufficient

Recommendation: The teacher preparation program for modern languages in grades K-12 shall provide the teaching candidate with skills, competencies and knowledge through a combination of academic experiences and demonstrated competency and equivalent experiences in the following areas:

Standard (a)(1): In the area of oral communication, the ability to interact appropriately in the target language, as demonstrated by meeting the requirements of **one** of the following: (1) Having the ability to understand equivalent to a minimum of "Intermediate High" according to the American Council on the Teaching of Foreign Languages (ACTFL) criteria in ACTFL Proficiency Guidelines – Speaking (1999) stating that Intermediate High speakers are able to: a. Converse with ease and confidence when dealing with most routine tasks and social situations of the intermediate level; and b. Relate to work, school, recreation, particular interests and areas of competence; **or**

Standard (a)(2): Having the ability to meet the New Hampshire Guidelines for Language Learning Continuum, Stage III, as outlined on page 24 of the New Hampshire Guidelines for World Language Learning K-College, published by the New Hampshire Association of World Language Teachers (1997);

Suggestion: ***The program should consider using videos and/or aural records of the post-immersion interview, developing a multi-media portfolio complete with rubrics /assessments that address the criteria as stated in the standards, and aligning the course syllabi with new standards.***

Standard (b)(1): In the area of written communication, the ability to understand and create written materials in the target language for a variety of purposes and audiences, including, but not limited to: Comprehending factual information in non-technical prose as well as concrete topics related to special interests;
The standard is **MET**.

Standard (b)(2): Locating and interpreting main ideas;
The standard is **MET**.

Standard (b)(3): Making inferences with regard to unknown vocabulary;
The standard is **NOT MET**.

Rationale: No artifacts.

Recommendation: The program should insure that candidates can demonstrate the ability to make inferences with regard to unknown vocabulary.

Suggestion: ***The program needs to provide evidence that demonstrates the student is inferring and what techniques are used for context clues, etc.***

Standard (b)(4): Writing with precision and detail in functional areas, including, but not limited to: a. Resumes; b. Summaries; c. Correspondence; d. Narrations; and e. Note taking;
The standard is **MET**.

Standard (a)(5): Writing on specific topics of interest to the candidate;
The standard is **MET**.

Standard (b)(6): Making use of printed and electronic information obtained from various sources
The standard is **MET**.

Suggestion*:* ***The program might imbed internet sources as vehicles for meeting the technological requirements for education. e.g. How to identify Internet sources and validity. Using graphs, statistics, schedules, etc. Using the data as laddered activities within literature and history units.***

Standard (b)(7): Creating written materials that describe, define, and analyze;
The standard is **MET**.

Standard (c)(1)a.: In the area of cultures, the following knowledge and abilities: (1) Knowledge of manners, customs, and ranges of cultural expression, including music, dance, art, and drama, relating to various target language societies including: a. Ability to understand cultural practices of the major geographical areas where the target language is spoken;
The standard is **MET**.

Standard (c)(1)b.: Knowledge of the cultural and historical significance of characteristic art forms of a target language society;
The standard is **NOT MET**.

Rationale: There is evidence of the potential through the community events, a music course, and syllabi of history courses. However, the evidence of the candidate's knowledge of the significance of characteristic art forms has not been demonstrated sufficiently.

Recommendation: b. Knowledge of the cultural and historical significance of characteristic art forms of a target language society;

Suggestion: ***Clearer identification of this standard in the course syllabi, and examples of artifacts that prove the knowledge of the candidate.***

Standard (c)(1)c.: Ability to identify and model culturally appropriate social behaviors, such as greeting rituals, gestures, in a variety of contexts;
The standard is **MET**.

Standard (c)(1)d.: Ability to use the essential target language vocabulary referring to art, music, dance, drama, and other forms of cultural expression; and
The standard is **MET**.

Standard (c)(1)e.: Ability to explain the cultural and historical significance of characteristic art forms of a target language society;
The standard is **MET**.
Standard (c)(2)a.: Knowledge of representative types of literature and various media of target language societies including: a. Understanding of literary themes and perspectives across authors, genres, and regions;
The standard is **MET**.

Standard (c)(2)b.: Comprehension of meaning and implications drawn from various target language media;
The standard is **NOT MET**.

Rationale: Lack of French artifacts.

Recommendation: The program should insure that candidates can demonstrate comprehension of meaning and implications drawn from various target language media;

Suggestion: ***Include a rubric that requires media samples and analysis of them.***

Standard (c)(2)c.: Ability to compare and analyze literary themes and perspectives across authors, genres, and regions;
The standard is **MET**.

Standard (c)(2)d.: Ability to explain the influence of historical context on form and point of view for a variety of literary works; and
The standard is **MET**.

Standard (c)(2)e.: Ability to compare and analyze topics as presented in various media, such as television, radio, software, films, Internet sites, periodicals, inscriptions, graffiti, and other texts;
The standard is **MET**.

Standard (c)(3)a.: Knowledge of the history, geography, social institutions, and contemporary events of various target language societies, including: a. Knowledge of the significance of key figures, such as scientists, mathematicians, inventors, leaders, and events, both past and present;
The standard is **MET**.

Standard (c)(3)b.: Knowledge of geographical aspects, such as natural resources, weather and climate, population, and main economic activities, and how they relate to the development of the major target language countries;
The standard is **MET**.

Standard (c)(3)c.: Knowledge of social structures, roles and attitudes, such as class, gender, population, family, work, leisure, of the major target language countries where appropriate;
The standard is **MET**.

Commendation: Inclusion of Franco-American Women's Voices and the Latins in America are wonderful bridges between centuries and cultures, one with the renaissance of the nearly forgotten, the other a particularly difficult current societal issue.

Standard (c)(3)d.: Knowledge of political systems and institutions of the major target language countries, including, but not limited to, information relating to: 1.Government; 2. Education; 3. Statutory, common, and civil law; and 4. The administration of justice and law enforcement;
The standard is **MET**.

Suggestion: ***The program might provide students with more breadth in their history courses, so they would be able to work with other departments in K-12 to develop humanities courses with teachers of other disciplines. In that way, they could become the catalysts for language study to be perceived as more mainstream rather than gifted.***

Standard (c)(3)e.: Ability to use maps, charts, graphs, electronic images, and other geographical representations to describe and discuss target language countries;
The standard is **MET**.

Suggestion: ***For the portfolio, require a reflection on maps, charts, graphs from the candidates' experiences.***

Standard (c)(3)f.: Ability to identify and describe significant social institutions, roles, and perspectives of the target language cultures;
The standard is **MET**.

Standard (c)(3)g.: Ability to compare and contrast the impact of key figures and events on the development of target language countries; and
The standard is **MET**.

Standard (c)(3)h.: Ability to analyze different perspectives of historical and contemporary events of target language countries, using a variety of media and technologies;
The standard is **MET**.

Suggestion: ***Using the post-immersion interview, the program might film or otherwise record pertinent questions directed to the student's experiences in the semester abroad.***

Standard (d)(1): In the area of connections, the ability to apply the target language to other content areas to reinforce and further the knowledge of other disciplines, including: (1) Knowledge of connections between various disciplines and the target language;
The standard is **MET**.

Standard (d)(2): Knowledge of the range of career opportunities for speakers of more than one language;
The standard is **NOT MET**.

Rationale: Speakers are brought in, but the primary thrust is for teaching careers.

Recommendation: The program should insure that candidates can demonstrate knowledge of the range of career opportunities for speakers of more than one language;

Suggestion: ***Provide records of careers identified to be a component for the portfolio that can be used for research and/or lessons while interning or working in the field.***

Standard (d)(3): Ability to solve simple math problems and analyze data in the target language, including, but not limited to data in: a. Timetables; b. Schedules; c. Charts; and d. Graphs;
The standard is **NOT MET**.

Rationale: Lack of artifacts.

Recommendation: The program should insure that candidates can demonstrate the ability to solve simple math problems and analyze data in the target language, including, but not limited to data in: a. Timetables; b. Schedules; c. Charts; and d. Graphs;

Suggestion: ***While all these are essential for survival in an immersion, incorporating evidence through reflection, lessons from interning, etc. would provide feedback for the program to determine how much time needs to be spent in order for the candidates to be able to demonstrate these skills (especially using technology) as teachers in the k-12 system.***

Standard (d)(4): Ability to describe and compare how nutrition, physical fitness, sports, and leisure activities are conducted in areas where the target language is spoken to these practices in the United States;
The standard is **NOT MET**.

Rationale: A few artifacts reflected assignments where one of the above was targeted.

Recommendation: The program should insure that candidates can demonstrate the ability to describe and compare how nutrition, physical fitness, sports, and leisure activities are conducted in areas where the target language is spoken to these practices in the United States

Suggestion: ***The program should include portfolios, reflections, and lessons as evidence.***

Standard (d)(5): Ability to identify the currency, principal products, and systems of exchange, such as bargaining and bartering, of target language countries;
The standard is **MET**.

Standard (d)(6): Ability to understand science issues from more than one cultural perspective; and
The standard is **NOT MET**.

Rationale: Lack of artifacts,

Recommendation: The program should insure that candidates can demonstrate the ability to understand science issues from more than one cultural perspective.

Suggestion: ***Students who participate in Habitat for Humanity receive first-hand experience of perspectives dependent upon circumstances that often are scientifically/economically intertwined. Certainly the immersion also offers occasion for what has been learned in American science classes to be discussed in cafés philosophes. Some documentation is needed to provide evidence such as portfolios, reflections, films, skits.***

Standard (d)(7): Ability to describe and discuss career paths that would be enhanced by knowledge of more than one language;
The standard is **NOT MET**.

Rationale: Lack of student artifacts.

Recommendation: The program should insure that candidates can demonstrate the ability to describe and discuss career paths that would be enhanced by knowledge of more than one language

Standard (e)(1)a.: In the area of comparisons, the following knowledge and abilities: (1) Knowledge of methods and techniques of teaching a modern world language, including: a. Ability to comprehend and apply the theories and processes involved in developing the following skills in a second language: 1. Listening; 2. Speaking; 3. Reading Comprehension; and 4. Writing;
The standard is **MET**.

Standard (e)(1)b.: Ability to apply knowledge about second language acquisition by designing, presenting, and assessing activities to promote the following skills: 1. Listening; 2. Speaking; 3. Reading; and 4. Writing;
The standard is **MET**.

Recommendation: The program should insure that candidates can demonstrate the ability to apply knowledge about second language acquisition by designing, presenting, and assessing activities to promote the following skills: 1. Listening; 2. Speaking; 3. Reading; and 4. Writing

Standard (e)(2)a.: Knowledge of and ability to use the target language to explain its structure to a variety of learners, including: a. Knowledge of the grammar and syntax of the target language;
The standard is **MET**.

Standard (e)(2)b.: Knowledge that differences exist in language use among different groups in such areas as vocabulary, pronunciation, and level of formality;
The standard is **MET**.

Standard (e)(2)c.: Ability to organize parts of speech into grammatically and syntactically correct sentences;
The standard is **MET**.

Standard (e)(2)d.: Ability to analyze linguistic structures of the target language; and
The standard is **MET**.

Standard (e)(2)e.: Ability to compare and contrast distinctions between standard and non-standard varieties of the target language;
The standard is **MET**.

Standard (e)(3)a.: Knowledge and skills relating to ranges of cultural and social differences of various target language countries, including: a. Knowledge of the cultural differences among various countries where the target language is spoken; and
The standard is **MET**.

Suggestion: ***Keep records from native speakers who address groups at KSC; perhaps create a living document of cultural vocabulary and usage differences that can serve as a springboard for intercultural discussion.***

Standard (e)(3)b.: Ability to compare and contrast cultural practices and social roles, such as bartering, ceremonies, and interpersonal relationships, among various countries where the target language is spoken;
The standard is **NOT MET**.

Rationale: Lack of artifacts

Recommendation: The program should insure that candidates can demonstrate the ability to compare and contrast cultural practices and social roles, such as bartering, ceremonies, and interpersonal relationships, among various countries where the target language is spoken;

Standard (e)(4)a.: Ability to use current technology to support student learning, including ability to: a. Operate the equipment needed for the technology; and
The standard is **NOT MET**.

Rationale: Lack of artifacts

Recommendation: The program should ensure that candidates can demonstrate the Ability to use current technology to support student learning, including ability to: a. Operate the equipment

needed for the technology; and

Suggestion: ***Instead of having a film student create the video, have the students work with a film student to learn how to edit since many schools require competence in technology and its inclusion as a component of the standard curriculum within each department K-12.***

Standard (e)(4)b.: Design activities, projects, lesson plans, or any combination of them, using technology;
The standard is **NOT MET**.

Rationale: Lack of evidence that ALL interns are producing these activities, etc. There is no evidence that the candidate is creating lessons where the lessons prepared include teaching the students how to use technology to acquire information, disseminate it, or enhance the lesson. The standard intends that the classroom teacher is not creating the technological item, but is using technology as another tool for the student.

Recommendation: The program should insure that candidates can demonstrate design activities, projects, lesson plans, or any combination of them, using technology;

Suggestion: ***For evidence of intern-created lessons to teach students how to research information with web searches, take the individual results and have pairs or groups jigsaw their material into a classroom project. Film the result and/or take still pictures with the lesson, the rubric or other assessments, the student reflections and retain the evidence.***

Standard (e)(5)a.: Knowledge and skills relating to assessment and evaluation, including: a. Knowledge of contemporary assessment methods; and
The standard is **MET**.

Standard (e)(5)b.: Ability to create appropriate tools for assessing student performance as pertaining to appropriate levels of the national standards for communication, culture, connections, comparisons, and community; and
The standard is **MET**.

Standard (f)(1): In the area of communities, the ability to understand ranges of culture within local communities, including ability to: (1) Identify cultural communities of the target language and the events that are sponsored within these communities;
The standard is **MET**.

Standard (f)(2): Identify native speakers in the national and local community; and
The standard is **MET**.

Standard (f)(3): Incorporate national or local target language community members, resources, and events into the curriculum and instructional activities.
The standard is **MET**.

MATHEMATICS 5-8 Ed 612.10

Standard (b): In compliance with RSA 193-C:3,IV,(f), the teacher preparation program in Mathematics for Grades 5-8 shall integrate the NH K-12 Mathematics Curriculum Framework, including techniques for enhancing student learning in these areas and the use of assessment results to improve instruction.
The standard is **MET**.

(b) The mathematics program for grades 5-8 shall provide the teaching candidate with the skills, competencies, and knowledge gained through a combination of academic and supervised practical experience in the following areas:

Standard (c) 1 a: In the area of pedagogy, the candidate shall have the ability to plan and conduct mathematics instruction which takes into consideration gender, socioeconomic status, culture, and ethnicity.
The standard is **MET**.

Standard (c) 1 b: In the area of pedagogy, the candidate shall have the ability to plan and conduct mathematics instruction which takes into consideration the following: learning styles; concrete and abstract thought processes; deductive and inductive reasoning; and auditory, visual, tactile, and kinesthetic modalities.
The standard is **MET**.

Suggestion: ***Students should do more than read the papers by Polya – the program should provide artifacts with evidence that candidates can plan for the various learning styles .***

Standard (c)(1)c: In the area of pedagogy, the candidate shall have the ability to plan and conduct mathematics instruction which builds upon the varied prior experiences and knowledge which all students bring to the classroom.
The standard is **MET**.

Standard (c)(1)d: In the area of pedagogy, the candidate shall have the ability to plan and conduct mathematics instruction which meets the needs of students with differing talents, interests, and development.
The standard is **MET**.

Standard (c)(2)a: In the area of instructional strategies, the candidate shall have the ability to plan and conduct units and lessons which enable students to construct new concepts through active participation in mathematical investigations.
The standard is **MET**.

Standard (c)(2)b: In the area of instructional strategies, the candidate shall have the ability to plan and conduct units and lessons which proceed from concrete representations to symbolic representations in ways that make sense for each learner.
The standard is **MET**.

Standard (c)(2)c: In the area of instructional strategies, the candidate shall have the ability to plan

and conduct units and lessons which provide multiple representations of concepts being learned, alternate explanations, and intuitive as well as formal arguments.
The standard is **MET**.

Standard (c)(2)d: In the area of instructional strategies, the candidate shall have the ability to plan and conduct units and lessons which provide opportunities for students to demonstrate their understanding of mathematical concepts in writing, and orally with both other learners and the teacher, and through various means of creative expression.
The standard is **MET**.

Standard (c)(2)e: In the area of instructional strategies, the candidate shall have the ability to plan and conduct units and lessons which model and nurture within the context of mathematics important habits of mind including curiosity, perseverance, risk taking, making conjectures, and logical reasoning.
The standard is **MET**.

Standard (c)(2)f: In the area of instructional strategies, the candidate shall have the ability to plan and conduct units and lessons which emphasize connections between mathematics and student's interests and experiences, within mathematics, and between mathematics and other disciplines.
The standard is **MET**.

Standard (c)(2)g: In the area of instructional strategies, the candidate shall have the ability to plan and conduct units and lessons which include interest building mathematical games, puzzles, and logic problems.
The standard is **MET**.

Suggestion: ***The program has much evidence in classrooms that this is being done. Artifacts should be provided to demonstrate candidates' competency in this area.***

Standard (c)(2)h: In the area of instructional strategies, the candidate shall have the ability to plan and conduct units and lessons which assess student achievement using methods that include but that are not limited to portfolios math journals, technology, rubrics, paper and pencil tasks, presentations, projects, and teacher observations.
The standard is **MET**.

Standard (c)(2)i: In the area of instructional strategies, the candidate shall have the ability to plan and conduct units and lessons which use technology appropriately and effectively in the learning and teaching of mathematics, including but not limited to: scientific and graphic calculators, computer based laboratory (CBL) units, the internet, and computer software including the 4 areas of symbolic manipulators, dynamic geometry programs, spreadsheets, and statistical packages.
The standard is **MET**.

Standard (c)(3)a: In the area of knowledge of professional practices, the candidate shall have the ability to demonstrate the capacity to learn mathematics independently.
The standard is **MET**.

Standard (c)(3)b: In the area of knowledge of professional practices, the candidate shall have the

ability to demonstrate the capacity to construct proofs and logical arguments using an axiomatic approach to verify hypotheses in mathematics.
The standard is **MET**.

Standard (c)(3)c: In the area of knowledge of professional practices, the candidate shall have the ability to demonstrate the capacity to communicate about mathematics and mathematics education in both written and oral ways that includes informal and professional formats.
The standard is **MET**.

Standard (c)(3)d: In the area of knowledge of professional practices, the candidate shall have the ability to articulate how the use of formal language and notation increases in importance as mathematical concepts are developed in the K-12 mathematics curriculum.
The standard is **MET**.

Standard (c)(3)e: In the area of knowledge of professional practices, the candidate shall have the ability to demonstrate the capacity to solve non-standard, real-world problems.
The standard is **MET**.

Standard (c)(3)f: In the area of knowledge of professional practices, the candidate shall have the ability to provide current examples of mathematical practices and notation within various cultures.
The standard is **MET**.

Commendation: The evidence was particularly strong and reflected a clear understanding of the standard.

Standard (c)(3)g: In the area of knowledge of professional practices, the candidate shall have the ability to trace the historical development of mathematics topics including contributions by major world cultures.
The standard is **MET**.

Standard (c)(3)h: In the area of knowledge of professional practices, the candidate shall have the ability to provide examples of how mathematics is practiced in various fields, such as engineering, nursing, carpentry, and the arts.
The standard is **MET**.

Standard (c)(3)i: In the area of knowledge of professional practices, the candidate shall have the ability to demonstrate knowledge of state, regional, national and international professional associations and journals, and how to access resources on the Internet.
The standard is **MET**.

Standard (c)(3)j: In the area of knowledge of professional practices, the candidate shall have the ability to demonstrate knowledge of the history of mathematics education.
The standard is **MET**.

Standard (c)(3)k: In the area of knowledge of professional practices, the candidate shall have the ability to demonstrate knowledge of current state, national, and international findings and recommendations regarding the teaching and learning of mathematics.

The standard is **MET**.

Standard (c)(3)l: In the area of knowledge of professional practices, the candidate shall have the ability to articulate the power of mathematics as an academic discipline, a tool for quantitative reasoning, and a gateway to many career choices.
The standard is **MET**.

Standard (c)(4)a: In the subject area of number and numeration, the candidate shall have the ability to demonstrate a capacity to use models to explore and explain relationships among fractions, decimals, percents, ratios, and proportions.
The standard is **MET**.

Standard (c)(4)b: In the subject area of number and numeration, the candidate shall have the ability to apply, explain, and justify concepts in number, number theory, and number systems.
The standard is **MET**.

Standard (c)(4)c: In the subject area of number and numeration, the candidate shall have the ability to use estimation strategies and mental computation techniques to judge the reasonableness of answers and to approximate solutions.
The standard is **MET**.

Standard (c)(4)d: In the subject area of number and numeration, the candidate shall have the ability to use physical materials and models to explore and explain operations and properties of real numbers and their subsets.
The standard is **MET**.

Commendation: The set of artifacts submitted for this standard was very complete and 'rich.'

Standard (c)(4)e: In the subject area of number and numeration, the candidate shall have the ability to demonstrate knowledge of the concepts of limits and infinity.
The standard is **MET**.

Standard (c)(4)f: In the subject area of number and numeration, the candidate shall have the ability to identify and illustrate properties of number systems from natural to complex and describe the relationships among them.
The standard is **MET**.

Standard (c)(4)g: In the subject area of number and numeration, the candidate shall have the ability to demonstrate a capacity to apply the concepts of proportional reasoning.
The standard is **MET**.

Standard (c)(5)a: In the subject area of geometry and measurement, the candidate shall have the ability to employ common geometric ideas such as the Pythagorean theorem, similar triangles, and trigonometry to solve problems involving direct and indirect measurement.
The standard is **MET**.

Standard (c)(5)b: In the subject area of geometry and measurement, the candidate shall have the ability to connect the ideas of algebra and geometry through the use of coordinate geometry, graphing, vectors, and motion geometry.
The standard is **MET**.

Standard (c)(5)c: In the subject area of geometry and measurement, the candidate shall have the ability to use a variety of tools, physical models, and dynamic geometric software to explore geometric relationships.
The standard is **MET**.

Standard (c)(5)d: In the subject area of geometry and measurement, the candidate shall have the ability to demonstrate knowledge of the role of a parallel postulate in the development of a non-Euclidean geometry, such as spherical geometry.
The standard is **MET**.

Standard (c(5)e: In the subject area of geometry and measurement, the candidate shall have the ability to solve simple problems of 2-dimensional geometry and 3-dimensional geometry that involve parallelism, perpendicularity, congruence, similarity, and symmetry.
The standard is **MET**.

Standard (c)(5)f: In the subject area of geometry and measurement, the candidate shall have the ability to demonstrate relational understanding of important geometric concepts associated with visualization, description, and classification of geometric figures.
The standard is **MET**.

Standard (c)(5)g: In the subject area of geometry and measurement, the candidate shall have the ability to construct proofs and write local arguments.
The standard is **MET**.

Standard (c)(5)h: In the subject area of geometry and measurement, the candidate shall have the ability to solve problems involving linear, area, volume, mass, and temperature measures within the metric system and the English system of measurement.
The standard is **MET**.

Standard (c)(6)a: In the subject area of algebra, the candidate shall have the ability to use algebraic reasoning, notation, and common algorithms to solve problems and communicate those ideas using proper terminology.
The standard is **MET**.

Standard (c)(6)b.: 1. In the subject area of algebra, the candidate shall have to ability to demonstrate an understanding of common sequences including, but not limited to, arithmetic, geometric, and Fibonacci, defined as the sequence of numbers, 1,2,3,5,8,13,…, in which each successive number is equal to the sum of the two preceding numbers.
The standard is **MET**.

Standard (c)(6)b.: 2. In the subject area of algebra, the candidate shall have to ability to demonstrate an understanding of functional relationships including, but not limited to, exponential,

polynomial, periodic, step, absolute value, or root.
The standard is **MET**.

Standard (c)(6)c.: In the subject area of algebra, the candidate shall have the ability to articulate the meaning of functions and their inverse relationships, both formally and informally, with the use of concrete materials and graphing utilities.
The standard is **MET**.

Standard (c)(6)d.: In the subject area of algebra, the candidate shall have the ability to represent functions and solve problems verbally and by using symbols, tables, graphs, and demonstrate the capacity to move from one representation to another.
The standard is **MET**.

Standard (c)(6)e.: In the subject area of algebra, the candidate shall have the ability to demonstrate an understanding of the underlying algebraic structures of the real number system.
The standard is **MET**.

Standard (c) 6 f: In the subject area of algebra, the candidate shall have the ability to represent information and solve problems using matrices.
The standard is **MET**.

Standard (c)(7)a.: In the subject area of probability and statistics, the candidate shall have the ability to collect data from real world experiences or surveys.
The standard is **MET**.

Standard (c)(7)b.: In the subject area of probability and statistics, the candidate shall have the ability to organize and display the data using various methods including, but not limited to charts; graphs; tables; Venn diagrams; box-and-whisker plots; stem-and-leaf plots; and scatter plots.
The standard is **MET**.

Standard (c)(7)c.: In the subject area of probability and statistics, the candidate shall have the ability to use both descriptive and inferential statistics to analyze data, make predictions, test hypotheses, and make decisions.
The standard is **MET**.

Standard (c)(7)d.: In the subject area of probability and statistics, the candidate shall have the ability to judge the validity of a statistical argument.
The standard is **MET**.

Standard (c)(7)e.: In the subject area of probability and statistics, the candidate shall have the ability to find and interpret measures of central tendency including mean, median, and mode; measures of dispersion including, but not limited to, standard deviation, range, and inter-quartile range; and curves of best fit.
The standard is **MET**.

Standard (c)(7)f.: In the subject area of probability and statistics, the candidate shall have the ability to determine and compare experimental, theoretical, and conditional probabilities.

The standard is **MET**.

Standard (c)(7)g.: In the subject area of probability and statistics, the candidate shall have the ability to compute the mathematical expectation of simple games and lotteries.
The standard is **NOT MET**.

Rationale: No artifacts to support this standard were available.

Recommendation: In the subject area of probability and statistics, the program should insure that the candidate can demonstrate the ability to compute the mathematical expectation of simple games and lotteries.

Standard (c)(7)h.: In the subject area of probability and statistics, the candidate shall have the ability to use combinations and permutations to solve probability problems.
The standard is **MET**.

Standard (c)(8)a.: In the subject area of calculus, the candidate shall have the ability to use graphs, diagrams, charts, physical models, and graphing technology to explore the notions of change, limit, differentiation, and integration, and to interpret the relationships among them.
The standard is **MET**.

Standard (c)(8)b.: In the subject area of calculus, the candidate shall have the ability to relate infinite sequences and series to topics such as non-terminating decimals and area.
The standard is **MET**.

Standard (c)(8)c.: In the subject area of calculus, the candidate shall have the ability to apply models of change and rates of change to problems within mathematics including but not limited to area, volume, and curve length and other disciplines such as physics, biology, and economics.
The standard is **MET**.

Standard (c)(9): In the subject area of discrete mathematics, the candidate shall have knowledge of counting techniques; Pascal's triangle; sets; logic and reasoning; patterning, including iteration and recursion; algorithms and induction; networks; graph theory; social decision-making; efficiency; and binomial series.
The standard is **MET**.

Suggestion: ***Only some of these are addressed in the present curriculum. They appear to be sufficient for this level. See the comments in the Math 7-12 report that address the matters of networks, graph theory, social decision-making, and efficiency.***

MATHEMATICS 7-12 Ed 612.11

Standard (a): In compliance with RSA 193-C:3,IV,(f), the teacher preparation program in secondary mathematics for grades 7-12 shall demonstrate competence in the NH "K-12 Mathematics Curriculum Framework," including techniques for enhancing student learning in these areas and the use of assessment results to improve instruction.

Standard (b)(1)a: The mathematics program for grades 7-12 shall provide the teaching candidate with the skills, competencies and knowledge gained through a combination of academic and supervised practical experience in the following areas: (1) In the area of pedagogy, the candidate shall have the ability to plan and conduct mathematics instruction which: a. Takes into consideration gender, socioeconomic status, culture, and ethnicity;
The standard is **MET**.

Standard (b)(1)b.: Takes into consideration the following: 1. Learning styles; 2. Concrete and abstract thought processes; 3. Deductive and inductive reasoning; and 4. Auditory, visual, tactile, and kinesthetic modalities;
The standard is **MET**.

Standard (b)(1)c.: Builds upon the varied prior experiences and knowledge which all students bring to the classroom; and
The standard is **MET**.

Standard (b)(1)d.: Meets the needs of students with differing talents, interests, and development;
The standard is **MET**.

Suggestion: ***Although these standards are MET as a result of the material filed in the Math 5-8 materials (which address a similar but not fully congruent set of standards), it is suggested that in the future, artifacts be provided for both programs. Also, the artifacts for this level ought to come from work that reflects 9-12 courses.***

Standard (b)(2)a.: In the area of instructional strategies, the candidate shall have the ability to plan and conduct units and lessons which: a. Enable students to construct new concepts through active participation in mathematical investigations;
The standard is **MET**.

Standard (b)(2)b.: Proceed from concrete representations to symbolic representations in ways that make sense for each learner;
The standard is **MET**.

Standard (b)(2)c.: Provide multiple representations of concepts being learned, alternate explanations, and intuitive as well as formal arguments;
The standard is **MET**.

Standard (b)(2)d.: Provide opportunities for students to demonstrate their understanding of mathematical concepts in writing, and orally with both other learners and the teacher, and through various means of creative expression;
The standard is **MET**.

Standard (b)(2)e.: Model and nurture within the context of mathematics important habits of mind including curiosity, perseverance, risk taking, making conjectures, and logical reasoning;
The standard is **NOT MET**.

Rationale: No evidence was provided to support this standard.

Recommendation: (2) In the area of instructional strategies, the program should insure that the candidates can demonstrate the ability to plan and conduct units and lessons which model and nurture within the context of mathematics important habits of mind including curiosity, perseverance, risk taking, making conjectures, and logical reasoning.

Standard (b)(2)f.: Emphasize connections between mathematics and student's interests and experiences, within mathematics, and between mathematics and other disciplines;
The standard is **MET**.

Standard (b)(2)g.: Include interest building mathematical games, puzzles, and logic problems;
The standard is **MET**.

Standard (b)(2)h.: Assess student achievement using methods that include but that are not limited to portfolios, math journals, technology, rubrics, paper and pencil tasks, presentations, projects, and teacher observations; and
The standard is **MET**.

Standard (b)(2)i.: Use technology appropriately and effectively in the learning and teaching of mathematics, including, but not limited to: 1. Scientific and graphing calculators; 2. Computer-based laboratory (CBL); 3. The internet; and 4. Computer software including the 4 areas of: (i) Symbolic manipulators; (ii) Dynamic geometry programs; (iii) Spreadsheets; and (iv) Statistical packages.
The standard is **MET**.

Standard (b)(3)a.: In the area of knowledge of professional practices, the candidate shall have the ability to:
a. Demonstrate the capacity to learn mathematics independently;
The standard is **MET**.

Standard (b)(3)b.: Demonstrate the capacity to construct proofs and logical arguments using an axiomatic approach to verify hypotheses in mathematics;
The standard is **MET**.

Standard (b)(3)c.: Demonstrate the capacity to communicate about mathematics and mathematics education in both written and oral ways that includes informal and professional formats;
The standard is **MET**.

Standard (b)(3)d.: Articulate how the use of formal language and notation increases in importance as mathematical concepts are developed in the K-12 mathematics curriculum;
The standard is **MET**.

Standard (b)(3)e.: Demonstrate the capacity to solve non-standard, real-world problems;
The standard is **MET**.

Standard (b)(3)f.: Provide current examples of mathematical practices and notation within various cultures;
The standard is **MET**.

Standard (b)(3)g.: Trace the historical development of mathematics topics including contributions by major world cultures;
The standard is **MET**.

Standard (b)(3)h.: Provide examples of how mathematics is practiced in various fields, such as engineering, nursing, carpentry, and the arts;
The standard is **MET**.

Standard (b)(3)i.: Demonstrate knowledge of state, regional, national and international professional associations and journals, and how to access resources on the Internet;
The standard is **MET**.

Standard (b)(3)j.: Demonstrate knowledge of the history of mathematics education;
The standard is **MET**.

Standard (b)(3)k.: Demonstrate knowledge of current state, national, and international findings and recommendations regarding the teaching and learning of mathematics; and
The standard is **MET**.

Commendation: The Math Department does an outstanding job in this area due to the extensive involvement of some of its staff in these organizations.

Standard (b)(3)l.: Articulate the power of mathematics as an academic discipline, a tool for quantitative reasoning, and a gateway to many career choices;
The standard is **MET**.

Suggestion: ***There really were far too many uses of a single artifact to address several standards. The department should limit the use of any one artifact to one, two, or three standards.***

Standard (b)(4)a.: Standard In the subject area of number and numeration, the candidate shall have the ability to: a. Demonstrate an understanding of the axiomatic development of the real and complex number systems;
The standard is **MET**.

Standard (b)(4)b.: Demonstrate a capacity to use models to explore and explain relationships among fractions, decimals, percents, ratios, and proportions;
The standard is **MET**.

Standard (b)(4)c.: Use estimation strategies and mental computation techniques to judge the reasonableness of answers and to approximate solutions;
The standard is **MET**.

Standard (b)(4)d.: Use physical materials and models to explore and explain operations and properties of real numbers and their subsets; and
The standard is **MET**.

Standard (b)(4)e.: Demonstrate a capacity to apply the concepts of proportional reasoning;
The standard is **MET**.

Standard (b)(5)a.: In the subject area of geometry and measurement, the candidate shall have the ability to: a. Employ common geometric ideas such as the Pythagorean theorem, similar triangles, and trigonometry to solve problems involving direct and indirect measurement;
The standard is **MET**.

Standard (b)(5)b.: Use the following to explore geometric constructions and relationships: 1. A variety of tools such as compass and straightedge; 2. Physical models; and 3. Dynamic geometric software;
The standard is **MET**.

Commendation: The faculty submitted a very rich collection of artifacts to support this standard.

Standard (b)(5)c.: Demonstrate knowledge of the axiomatic development of Euclidean geometry, non-Euclidean geometry, and transformational geometry;
The standard is **MET**.

Commendation: The student work submitted for this standard was truly excellent and addressed the standard very well.

Standard (b)(5)d.: Solve problems and construct proofs in 2-dimensional geometry and 3-dimensional geometry that involve parallelism, perpendicularity, congruence, similarity, and symmetry; and
The standard is **MET**.

Standard (b)(5)e.: Demonstrate relational understanding of important geometric concepts associated with visualization, description, measurement, and classification of geometric figures;
The standard is **MET**.

Standard (b)(6)a.: In the subject area of algebra, the candidate shall have the ability to: a. Use functions and algorithms from analytic geometry and trigonometry to solve problems and to demonstrate connections between various representations such as the connection between functional relationships expressed symbolically, in a table, and graphically;
The standard is **MET**.

Standard (b)(6)b.: Articulate the meaning of functions both formally and informally including, but not limited to: 1. Exponential, polynomial, periodic, step, absolute value, root, and trigonometric; and 2. Relations such as equivalence; and
The standard is **MET**.

Standard (b)(6)c.: Understand and apply the major concepts of linear and abstract algebra and connect these concepts to secondary mathematics;
The standard is **MET**.

Standard (b)(7)a.: In the subject area of probability and statistics, the candidate shall have the ability to: a. Demonstrate an understanding of basic concepts of probability and statistics, including discrete and continuous probability distributions, descriptive and inferential statistics, and exploratory data analysis;
The standard is **MET**.

Standard (b)(7)b.: Design an experiment, collect appropriate data, analyze the data, and construct a valid statistical argument comparing the experimental and theoretical probabilities; and
The standard is **MET**.

Standard (b)(7)c.: Explore the connections between statistics and probability by: 1. Making use of various concepts that include hypothesis testing, correlation, regression, and analysis of variance; and 2. Applying these concepts to everyday situations, such as games and lotteries;
The standard is **MET**.

Standard (b)(8)a.: In the subject area of calculus, the candidate shall have the ability to: a. Demonstrate an understanding of both single and multi-variable calculus relating to limits, differentiation, integration, and infinite series; and
The standard is **MET**.

Commendation: There were excellent artifacts submitted for this and the next standard – varied and extensive.

Standard (b)(8)b.: Apply models of change and rates of change to problems within mathematics such as area, volume, and curve length and other disciplines such as physics, biology, and economics;
The standard is **MET**.

Standard (b)(9)a.: In the subject area of discrete mathematics, the candidate shall have the ability to: a. Demonstrate a knowledge of: 1. Counting techniques; 2. Sets; 3. Logic and reasoning; 4. Patterning including iteration and recursion; 5. Algorithms and induction;
The standards are **MET.**

Standard (b)(9)a.: 6. Networks;
The standard is **NOT MET**.

Rationale: No evidence to support this standard.

Recommendation: In the subject area of discrete mathematics, the program should insure that the candidate shall have the ability to demonstrate a knowledge of networks

S**uggestion**: ***Continue to review this standard in light of decision to add Discrete Mathematics to the required courses.***

Standard (b)(9)a.: 7. Graph theory;
The standard is **NOT MET**.

Rationale: No evidence to support this standard.

Recommendation: In the subject area of discrete mathematics, the program should insure that the candidate shall have the ability to demonstrate a knowledge of Graph Theory.

Suggestion: ***Continue to review this standard in light of decision to add Discrete Mathematics to the required courses.***

Standard (b)(9)a.: 8. Social decision-making;
The standard is **NOT MET**.

Rationale: In the subject area of discrete mathematics, the candidate shall have the ability to demonstrate a knowledge of social decision-making.

Suggestion: ***Continue to review this standard in light of decision to add Discrete Mathematics to the required courses.***

Standard (b)(9)a.: 9. Efficiency;
The standard is **NOT MET**.

Rationale: In the subject area of discrete mathematics, the candidate shall have the ability to demonstrate a knowledge of efficiency,

Suggestion: ***Continue to review this standard in light of decision to add Discrete Mathematics to the required courses.***

Standard (b)(9)a.: 10. Binomial series;
The standard is **MET.**

Standard (b)(9)b.: Demonstrate the capacity to use combinations and permutations to solve probability problems.
The standard is **MET**.

GENERAL SCIENCE Ed 612.16

Standard (a): In compliance with RSA 193-C:3,IV,(f), the teacher preparation program in General Science for Grades 5-9 shall integrate the NH K-12 Science Curriculum Framework, including techniques for enhancing student learning in these areas and the use of assessment results to improve instruction.
The standard is **MET**.

Suggestion: ***All 5E lesson plans should have their Frameworks/Standards section completed***.

Standard (b): The general science program for grades 5-9 shall provide the teaching candidate with the skills, competencies and knowledge gained through a combination of academic and supervised practical experience in the following areas:

Standard (b)(1)a.: In the area of fundamental knowledge, the candidate shall have the ability to explain concepts, solve problems, and perform laboratory techniques at an introductory level, equivalent to at least a year of study in each of the following areas: life science, physical science, and earth-space science.
The standard is **MET**.

Standard (b)(1)b.: In the area of fundamental knowledge, the candidate shall have the ability to demonstrate a specific content area concentration beyond the general science requirement in one of the following: biology, chemistry, physics, environmental science, or earth-space science.
The standard is **MET.**

Suggestion: ***Besides the biology, chemistry, and earth-space (through geology) concentrations the College might investigate the possibility of using the physics and environmental science minors to complete the possible areas of concentration.***

Standard (b)(1)c.: In the area of fundamental knowledge, the candidate shall have the ability to comprehend, apply, evaluate, and synthesize knowledge of the following: fundamental units, derived units, and systems of measurement.
The standard is **MET.**

Standard (b)(1)d.: In the area of fundamental knowledge, the candidate shall have the ability to apply mathematical and statistical concepts, at least through the level of college algebra.
The standard is **MET.**

Standard (b)(1)e.: In the area of fundamental knowledge, the candidate shall have the ability to apply computer technology, hardware and software, to acquire and analyze data and to collect and communicate information.
The standard is **MET.**

Standard (b)(1)f.: In the area of fundamental knowledge, the candidate shall have the ability to integrate knowledge from the history and philosophy of science into science instruction.
The standard is **MET.**

Standard (b)(1)g.: In the area of fundamental knowledge, the candidate shall have the ability to use various instruments, including computer-based and manual to observe and record phenomena.
The standard is **MET.**
Standard (b)(2)a.: In the area of instructional performance, the candidate shall have the ability to design and teach middle school laboratory activities which incorporate scientific processes and promote scientific habits of mind.
The standard is **MET.**

Standard (b)(2)b.: In the area of instructional performance, the candidate shall have the ability to integrate the knowledge of the methods of teaching reading, writing, communication, and study skills essential to the effective mastery of science content at the middle school level.
The standard is **MET.**

Standard (b)(2)c.: In the area of instructional performance, the candidate shall have the ability to relate science to technological issues that influence society and the ethical and moral consequences of decisions related to those issues.
The standard is **NOT MET.**

Rationale: Did not find an artifact that related to the ethical and moral consequences part of the standard.

Recommendation: The program should insure that the candidate can demonstrate the ability to relate the ethical and moral consequences of decisions related to science and the technological issues that influence society.

Suggestion: ***The College might consider requiring a course such as Ethics (PHIL 220).***

Standard (b)(2)d.: In the area of instructional performance, the candidate shall have the ability to model and teach safe laboratory and field practices, including personal safety and equipment storage and upkeep, and waste handling and disposal.
The standard is **NOT MET.**

Rationale: Did not find an artifact that explicitly addressed this standard.

Recommendation: The program should insure that the candidate can demonstrate the ability to model and teach safe laboratory and field practices, including personal safety and equipment storage and upkeep, and waste handling and disposal.

Suggestion: ***The College might consider adding a laboratory safety section to the 5E Lesson Plan.***

Commendation: The new Science Center has addressed waste handling and disposal, equipment storage and upkeep, and personal safety in an effective manner.

Standard (b)(2)e.: In the area of instructional performance, the candidate shall have the ability to identify the organizations, agencies, and journals that contribute to the professional growth of the middle school science teacher.
The standard is **MET.**

Standard (b)(2)f.: In the area of instructional performance, the candidate shall have the ability to integrate examples of common themes exhibited in all of the sciences into teaching and course design including: systems, models, constancy or stability, change, evolution, and scale.
The standard is **MET.**

Standard (b)(2)g.: In the area of instructional performance, the candidate shall have the ability to design learning activities which foster questioning, open-ended investigations, the development of cooperative group skills, and promote practice in decision making and problem solving.
The standard is **MET.**

Standard (b)(2)h.: In the area of instructional performance, the candidate shall have the ability to select, adapt, evaluate, and use age-appropriate strategies and materials for the learning of science, including the recommendations of national curriculum projects and scientific groups, and the framework.
The standard is **MET.**

Standard (b)(2)i.: In the area of instructional performance, the candidate shall have the ability to organize, present, and evaluate science ideas in a manner which emphasizes conceptual understanding and in ways which provide for optimal learning experiences for middle school students of all ability levels.
The standard is **MET.**

PHYSICAL SCIENCE Ed 612.18

Standard (a): In compliance with RSA 193-C:3,IV,(f), the teacher preparation program in Physical Science For Grades 7-12 shall integrate the NH K-12 Science Curriculum Framework, including techniques for enhancing student learning in these areas and the use of assessment results to improve instruction.
The standard is **MET**.

Suggestion: ***All 5E lesson plans should have their Frameworks/Standards section completed.***

Standard (b)(1) a.: In the area of fundamental knowledge, the candidate shall have the ability to represent visually and verbally how the world works at an atomic and molecular level.
The standard is **MET**.

Standard (b)(1)b.: In the area of fundamental knowledge, the candidate shall have the ability to explain concepts, solve problems, and perform laboratory techniques at an introductory level in the follow fundamental areas: inorganic, organic, physical, and analytical chemistry.
The standard is **NOT MET**.

Rationale: Did not find an artifact that met the physical chemistry requirement.

Recommendation: The candidate shall have the ability to explain concepts, solve problems, and perform laboratory techniques at an introductory level in the fundamental area of physical chemistry.

Standard (b)(1)c.: In the area of fundamental knowledge, the candidate shall have the ability to explain concepts, solve problems, and perform laboratory techniques at an introductory level in the follow fundamental areas: mechanics, conservation laws, electricity, magnetism, waves, and optics.

The standard is **MET**.

Standard (b)(1)d.: In the area of fundamental knowledge, the candidate shall have the ability to apply mathematical concepts, at through the level of introductory calculus and statistics.
The standard is **MET**.

Standard (b)(1)e.: In the area of fundamental knowledge, the candidate shall have the ability to apply computer technology, including hardware and software, to acquire and analyze data and to collect and communicate information.
The standard is **MET**.

Standard (b)(1)f.: In the area of fundamental knowledge, the candidate shall have the ability to integrate knowledge from the history and philosophy of science into physical science instruction.
The standard is **NOT MET**.

Rationale: Did not find an artifact supporting the philosophy of science part of the standard.

Recommendation: The program should insure that the candidate can demonstrate the ability to integrate knowledge from the philosophy of science into physical science instruction.

Standard (b)(2)a.: In the area of instructional performance, the candidate shall have the ability to design and teach laboratory activities which incorporate scientific processes and promote scientific habits of mind.
The standard is **MET**.

Standard (b)(2)b.: In the area of instructional performance, the candidate shall have the ability to integrate the knowledge of the methods of teaching reading, writing, communication, and study skills essential to the effective mastery of physical science content.
The standard is **MET**.

Standard (b)(2)c.: In the area of instructional performance, the candidate shall have the ability to relate science to technological issues that influence society and the ethical and moral consequences of decisions related to those issues.
The standard is **NOT MET**.

Rationale: Did not find an artifact that related to the ethical and moral consequences part of the standard.

Recommendation: The program should insure that the candidate can demonstrate the ability to relate the ethical and moral consequences of decisions related to science and the technological issues that influence society.

Suggestion: ***The College might consider requiring a course such as Ethics (PHIL 220).***

Standard (b)(2)d.: In the area of instructional performance, the candidate shall have the ability to model and teach safe laboratory and field practices, including personal safety and equipment storage and upkeep, and waste handling and disposal.

The standard is **NOT MET**.

Rationale: Did not find an artifact that explicitly addressed this standard.

Recommendation: The program should insure that the candidate can demonstrate the ability to model and teach safe laboratory and field practices, including personal safety and equipment storage and upkeep, and waste handling and disposal.

Suggestion: ***The College might consider adding a laboratory safety section to the 5E Lesson Plan.***

Commendation: The new Science Center has addressed waste handling and disposal, equipment storage and upkeep, and personal safety in an effective manner.

Standard (b)(2)e.: In the area of instructional performance, the candidate shall have the ability to identify the organizations, agencies and journals that contribute to the professional growth of the physical science teacher.
The standard is **MET**.

Standard (b(2)f.: In the area of instructional performance, the candidate shall have the ability to integrate the common themes exhibited in all of the sciences into teaching and course design including: systems, models, constancy or stability, change, evolution, and scale.
The standard is **NOT MET**.

Rationale: Did not find an artifact that addressed this artifact explicitly,

Recommendation: The program should insure that the candidate can demonstrate the ability to integrate the common themes exhibited in all of the sciences into teaching and course design including: systems, models, constancy or stability, change, evolution, and scale.

Standard (b)(2)g.: In the area of instructional performance, the candidate shall have the ability to design learning activities which foster questioning, open-ended investigations, the development of cooperative group skills, and promote practice in decision making and problem solving.
The standard is **MET**.

Standard (b)(2)h.: In the area of instructional performance, the candidate shall have the ability to select, adapt, evaluate, and use age-appropriate strategies and materials for the learning of physical science, including the recommendations of national curriculum projects and scientific groups, and the framework.
The standard is **MET**.

Standard (b)(2)i.: In the area of instructional performance, the candidate shall have the ability to organize, present, and evaluate physical science ideas in a manner which emphasizes conceptual understanding and in ways which provide for optimal learning experiences for students of all ability levels.
The standard is **MET**.

BIOLOGY Ed 612.19

Standard (a): In compliance with RSA 193-C:3,IV,(f), the teacher preparation program in Biology For Grades 7-12 shall integrate the NH K-12 Science Curriculum Framework, including techniques for enhancing student learning in these areas and the use of assessment results to improve instruction.
The standard is **MET**.

Suggestion: ***All 5E lesson plans should have their Frameworks/Standards section completed.***

Standard(b) The biology program for grades 7-12 shall provide the teaching candidate with the skills, competencies and knowledge gained through a combination of academic and supervised practical experience in the following areas:

Standard (b)(1)a: In the area of fundamental knowledge, the candidate shall have the ability to comprehend, apply, evaluate, analyze, and synthesize knowledge of: systematics; genetics; development; evolution; ecology; adaptive behavior; cell and molecular biology; bio-energetics; homeostatic mechanisms; and the life processes of animals, plants, and microbes.
The standard is **MET**.

Suggestion: ***The College might consider requiring the Developmental Biology (B IO 408) course.***

Standard (b)(1)b: In the area of fundamental knowledge, the candidate shall have the ability to apply the knowledge of the interrelationship of living organisms with their biotic and physical environment through field experiences and laboratory investigations.
The standard is **MET**.

Standard (b)(1)c: In the area of fundamental knowledge, the candidate shall have the ability to apply mathematical and statistical concepts, at least through the level of college algebra.
The standard is **MET**.

Commendation: The statistics artifact demonstrated a significant and relevant use of this discipline in the biological sciences.

Standard (b)(1)d: In the area of fundamental knowledge, the candidate shall have the ability to explain and solve problems in the fundamentals of chemistry and physics equivalent to those taught in introductory college chemistry and college physics courses, including basic concepts and laboratory techniques.
The standard is **MET**.

Standard (b)(1)e: In the area of fundamental knowledge, the candidate shall have the ability to apply computer technology, including hardware and software, to acquire and analyze data, and to collect and communicate information.
The standard is **MET**.

Suggestion: ***The computerized instrumentation in the new Science Center is phenomenal for an undergraduate institution. All forms of computer technology, including word processing, spreadsheets, and Powerpoint are used effectively.***

Standard (b)(1)f: In the area of fundamental knowledge, the candidate shall have the ability to Integrate knowledge from the history and philosophy of science into biology instruction.
The standard is **NOT MET**.

Rationale: Did not find an artifact supporting either the history or the philosophy of science integration.

Recommendation: The program should insure that the candidate can demonstrate the ability to integrate knowledge from the history and philosophy of science into biology instruction.

Suggestion: ***The College might consider requiring one or both of the History and Philosophy of Science (HIST 257 and 358) courses.***

Standard (b)(2)a: In the area of instructional performance, the candidate shall have the ability to design and teach laboratory activities which incorporate scientific processes and promote scientific habits of mind.
The standard is **MET**.

Standard (b)(2)b: In the area of instructional performance, the candidate shall have the ability to integrate the knowledge of the methods of teaching reading, writing, communication, and study skills essential to the effective mastery of biology content.
The standard is **MET**.

Standard (b)(2)c: In the area of instructional performance, the candidate shall have the ability to relate biology to technological issues that influence society and the ethical and moral consequences of decisions related to those issues.
The standard is **NOT MET**.

Rationale: Did not find an artifact that related to the ethical and moral consequences part of the standard.

Recommendation: The program should insure that the candidate can demonstrate the ability to relate the ethical and moral consequences of decisions related to science and the technological issues that influence society.

Suggestion: ***The College might consider requiring a course such as Ethics (PHIL 220).***

Standard (b)(2)d: In the area of instructional performance, the candidate shall have the ability to model and teach safe laboratory and field practices, including: personal safety; equipment storage and upkeep; safe and ethical handling of animals and other organisms; and waste handling and disposal;
The standard is **NOT MET**.

Rationale: Did not find an artifact that explicitly addressed this standard.

Recommendation: The program should insure that the candidate can demonstrate the ability to model and teach safe laboratory and field practices, including: personal safety, equipment storage and upkeep; safe and ethical handling of animals and other organisms, and waste handling and disposal.

Suggestion: ***The College might consider adding a laboratory safety section to the 5E Lesson Plan.***

Commendation: The new Science Center has addressed waste handling and disposal, equipment storage and upkeep, and personal safety in an effective manner.

Standard (b)(2)e: In the area of instructional performance, the candidate shall have the ability to identify the organizations, agencies and journals that contribute to the professional growth of the biology teacher.
The standard is **MET**.

Standard (b)(2)f: In the area of instructional performance, the candidate shall have the ability to integrate the common themes exhibited in all of the sciences into teaching and course design including: systems; models; constancy or stability; change; evolution; and scale.
The standard is **MET**.

Standard (b)(2)g: In the area of instructional performance, the candidate shall have the ability to design learning activities which foster questioning, open-ended investigations, the development of cooperative group skills, and promote practice in decision making and problem solving.
The standard is **MET**.

Commendation: The 5E Lesson Plan artifacts on Standards (b)2g and (b)2h (below) were very nice examples of the application of this standard.

Standard (b)(2)h: In the area of instructional performance, the candidate shall have the ability to select, adapt, evaluate, and use age-appropriate strategies and materials for the learning of biology, including the recommendations of national curriculum projects and scientific groups, and the framework.
The standard is **MET**.

Standard (b)(2)i: In the area of instructional performance, the candidate shall have the ability to organize, present, and evaluate biology ideas in a manner which emphasizes conceptual understanding and in ways which provide for optimal learning experiences for students of all ability levels.
The standard is **MET**.

<u>General Comments and Suggestions on General Science (Ed 612.16), Physical Science (Ed 612.18), and Biology (Ed 612.19):</u>

Despite the lack of students in the program (therefore the absence of student portfolios and cooperating teachers) the subject matter/content is very strong and the field experience/pedagogy development is difficult to assess.

General Suggestions:
All course syllabi should be standardized and consistent with the standards; course materials used as artifacts for standards should be from required courses thus guaranteeing that the students have met the standard (i.e. do not use elective courses and limit courses within a choice group to those that meet the same standard);

All artifacts should include a description of the assignment as well as a reflection by the student on the product after an assessment by the supervisor and/or cooperating teacher;

All artifacts should explicitly address a standard and an attempt should be made to have a broad range of artifacts so that there is a variety of products in the portfolio rather than one lesson plan, for example, used over and over again;

Three areas appear to need some thought: laboratory and field safety (OSHA, EPA, etc. issues that a teacher needs to address, including legal aspects), value issues (ethics and morals in the scientific process particularly in light of the role of science in political life), and professionalism (membership in organizations more specific than NSTA and therefore more germane to the teacher's content area including subscription to less generalized/more specific content area journals).

EARTH-SPACE SCIENCE Ed. 612.17

Standard (a): In compliance with RSA 193-C:3,IV,(f), the teacher preparation program in Earth-Space Science for Grades 7-12 shall integrate the NH K-12 Science Curriculum Framework, including techniques for enhancing student learning in these areas and the use of assessment results to improve instruction.
The standard is **NOT MET**.
Rationale: Artifacts are not present which support the use of the NH K-12 Science Curriculum Frameworks and the use of assessment to improve instruction.

Recommendation: In compliance with RSA 193-C:3,IV,(f), the teacher preparation program in Earth-Space Science for Grades 7-12 shall integrate the NH K-12 Science Curriculum Framework, including techniques for enhancing student learning in these areas and the use of assessment results to improve instruction.

Suggestion: ***All course syllabi for the Earth-Space Science Program should include the NH K-12 Science Curriculum Frameworks. Evidence of data used to assess and improve instruction should be included.***

Standard (b): The earth-space science program for grades 7-12 shall provide the teaching candidate with the skills, competencies and knowledge gained through a combination of academic and supervised practical experience in the following areas:

Standard (b)(1)a: In the area of fundamental knowledge, the candidate shall have the ability to comprehend, apply, evaluate, analyze, and synthesize knowledge from geology, meteorology, oceanography, and astronomy.
The standard is **MET**.

Standard (b)(1)b: In the area of fundamental knowledge, the candidate shall have the ability to explain concepts, solve problems, guide field experiences, and perform laboratory techniques at an intermediate level in the fundamental areas of geology, meteorology, oceanography, and astronomy.
The standard is **NOT MET**.

Rationale: Artifacts are not present which support the intermediate level of understanding in Meteorology, Oceanography and Astronomy. Artifacts are not present which support guided field experience and laboratory techniques in Meteorology, Oceanography and Astronomy.

Recommendation: In the area of fundamental knowledge, the program should insure that the candidate can demonstrate the ability to explain concepts, solve problems, guide field experiences, and perform laboratory techniques at an intermediate level in the fundamental areas of geology, meteorology, oceanography, and astronomy.

Suggestions: ***Course work supports the fundamental knowledge of understanding in Meteorology, Oceanography and Astronomy. Intermediate topics should be included in subsequent courses in Meteorology, Oceanography and Astronomy. Guided Field Experiences and Laboratory Techniques should be included in Meteorology, Oceanography and Astronomy. Currently, there is no requirement in Astronomy for nighttime viewing and telescope techniques.***

Standard (b)(1)c: In the area of fundamental knowledge, the candidate shall have the ability to explain concepts, solve problems, and perform laboratory techniques at an introductory level in the fundamental areas of biology, chemistry, and physics.
The standard is **MET**.

Standard (b)(1)d: In the area of fundamental knowledge, the candidate shall have the ability to describe the earth as a system of interrelated, interacting, and distinct parts that form a complex whole.
The standard is **MET**.

Standard (b)(1)e: In the area of fundamental knowledge, the candidate shall have the ability to apply mathematical and statistical concepts, at least through the level of college algebra.
The standard is **NOT MET**.

Rationale: Artifacts do not demonstrate application of mathematical and statistical concepts to all area of Earth-Space Science.

Recommendation: In the area of fundamental knowledge, the program should insure that the candidate can demonstrate the ability to apply mathematical and statistical concepts, at least through the level of college algebra.

Suggestion: ***Math syllabi could include applications and data analysis of Earth-Space Science concepts and field studies. The Math 151 Syllabus could include the Math Concepts covered in the course. Math 141 could include special projects which require students to analyze Earth-Space Science Data and publish a statistical report.***

Standard (b)(1)f: In the area of fundamental knowledge, the candidate shall have the ability to apply computer technology, including hardware and software, to acquire and analyze data, and to collect and communicate information.
The standard is **MET**.

Standard (b)(1)g: In the area of fundamental knowledge, the candidate shall have the ability to integrate knowledge of the history and philosophy of science into earth-space science instruction.
The standard is **NOT MET**.

Rationale: Artifacts are not present which support student integration of history and the philosophy of Science into Meteorology, Oceanography, Astronomy and Geology. The syllabi do not incorporate history and the philosophy of the scientific endeavor into Earth-Space Science course requirements.

Recommendation: In the area of fundamental knowledge, the program should insure that the candidate can demonstrate the ability to integrate knowledge of the history and philosophy of science into earth-space science instruction.

Suggestion: ***Content within each Earth-Space Course should include a review of historical experiments and discussion of the Philosophy of Science including Ethics, Informed Consent and Cost Analysis.***

Standard (b)(2)a: In the area of instructional performance, the candidate shall have the ability to design and teach laboratory activities which incorporate scientific processes and promote scientific habits of mind.
The standard is **NOT MET**.

Rationale: Artifacts not presented.
Recommendation: In the area of instructional performance, the program should insure that the candidate can demonstrate the ability to design and teach laboratory activities which incorporate scientific processes and promote scientific habits of mind.

Standard (b)(2)b: In the area of instructional performance, the candidate shall have the ability to integrate the knowledge of the methods of teaching reading, writing, communication, and study skills essential to the effective mastery of earth-space science content.
The standard is **MET**.

Standard (b)(2)c: In the area of instructional performance, the candidate shall have the ability to relate earth-space science to technological issues that influence society and the ethical and moral consequences of decisions related to those issues.
The standard is **NOT MET**.

Rationale: Artifacts are not present which relate technological issues that influence society and moral consequences in Earth-Science to instructional performance.

Recommendation: In the area of instructional performance, the program should insure that the candidate can demonstrate the ability to relate earth-space science to technological issues that influence society and the ethical and moral consequences of decisions related to those issues.

Suggestion: ***Include content regarding ethics and science technology in all earth-science and methods secondary science syllabi***

Standard (b)(2)d: In the area of instructional performance, the candidate shall have the ability to model and teach safe laboratory and field practices, including personal safety and equipment storage and upkeep, and waste handling and disposal.
The standard is **NOT MET**.

Rationale: Artifacts are not present which demonstrate the ability to model and incorporate all aspects of laboratory safety.

Recommendation: In the area of instructional performance, the program should insure that the candidate can demonstrate the ability to model and teach safe laboratory and field practices, including personal safety and equipment storage and upkeep, and waste handling and disposal.

Suggestion: ***A laboratory safety component should be a part of the 5e lesson plan. Domain 2 in the Danielson Model that the program uses for managing classroom procedures might be an appropriate place to include the safety component for each science lesson.***

Standard (b)(2)e: In the area of instructional performance, the candidate shall have the ability to identify the organizations, agencies, and journals that contribute to the professional growth of the earth-space science teacher.
The standard is **MET**.

Standard (b)(2)f: In the area of instructional performance, the candidate shall have the ability to integrate the common themes exhibited in all of the sciences into teaching and course design including: systems, models, constancy or stability, change, evolution, and scale.
The standard is **NOT MET**.

Rationale: Artifacts are not present which demonstrate the ability to integrate common themes exhibited in all the sciences.

Recommendation: In the area of instructional performance, the program should insure that the candidate can demonstrate the ability to integrate the common themes exhibited in all of the sciences into teaching and course design including systems, models, constancy or stability, change, evolution, and scale.

Suggestion: ***Common themes exhibited in all of the sciences should be a part of the 5e lesson plan. Domain 2 in the Danielson Model (designing coherent instruction) might be an***

appropriate place to include common themes exhibited in all of the sciences for each science lesson.

Standard (b)(2)g: In the area of instructional performance, the candidate shall have the ability to design learning activities which foster questioning, open-ended investigations, the development of cooperative group skills, and promote practice in decision making and problem solving.
The standard is **NOT MET**.

Rationale: Artifacts are not present which demonstrate the ability to design learning activities fostering questioning, open-ended investigations and the development of cooperative group skills and problem solving.

Recommendation: In the area of instructional performance, the program should insure that the candidate can demonstrate the ability to design learning activities which foster questioning, open-ended investigations, the development of cooperative group skills, and promote practice in decision making and problem solving.

Suggestion: ***Learning activities fostering questioning, open-ended investigations and the development of cooperative group skills and problem solving should be a part of the 5e lesson plan. Domain 3 in the Danielson Model used by the program for using questioning and discussion techniques might be an appropriate place to include this.***

Standard (b)(2)h: In the area of instructional performance, the candidate shall have the ability to select, adapt, evaluate, and use age-appropriate strategies and materials for the learning of earth-space science, including the recommendations of national curriculum projects and scientific groups, and the framework.
The standard is **NOT MET**.

Rationale: Artifacts are not present which demonstrate the candidates' ability to select, adapt, and evaluate secondary age-appropriate materials for learning earth-space science

Recommendation: In the area of instructional performance, the program should insure that the candidate can demonstrate the ability to select, adapt, evaluate, and use age-appropriate strategies and materials for the learning of earth-space science, including the recommendations of national curriculum projects and scientific groups, and the framework.

Suggestion: ***Candidates ability to select, adapt, and evaluate secondary age-appropriate materials for learning earth-space science should be included in their 5e lesson plan.***

Standard (b)(2)i: In the area of instructional performance, the candidate shall have the ability to organize, present, and evaluate earth-space science ideas in a manner which emphasizes conceptual understanding of earth systems and in ways which provide for optimal learning experiences for students of all ability levels.
The standard is **NOT MET**.

Rationale: Artifacts are not present which demonstrate the candidates' ability to organize and evaluate earth-space science materials for all ability levels.

Recommendation: In the area of instructional performance, the program should insure that the candidate can demonstrate the ability to organize, present, and evaluate earth-space science ideas in a manner which emphasizes conceptual understanding of earth systems and in ways which provide for optimal learning experiences for students of all ability levels.

Suggestion: ***Candidates ability to organize and evaluate earth-space science materials for all ability levels should be included in the 5e lesson plan.***

Standard (b)(2)j: In the area of instructional performance, the candidate shall have the ability to design learning activities that integrate knowledge from the following: biology, chemistry, physics, and environmental science.
The standard is **NOT MET**.

Rationale: Artifacts are not present which demonstrate the candidates' ability to design learning activities which integrate biology, chemistry, physics and environmental science.

Recommendation: In the area of instructional performance, the program should insure that the candidate can demonstrate the ability to design learning activities that integrate knowledge from the following: biology, chemistry, physics, and environmental science.

Suggestion: ***Candidates' ability to design learning activities which integrate biology, chemistry, physics and environmental science should be included in the 5e lesson plan. The program does not currently require candidates to have any exposure to environmental science, and it is suggested that a <u>required</u> course in environmental science be included in the program.***

CHEMISTRY Ed 612.20

Standard (a): In compliance with RSA 193-C:3,IV,(f), the teacher preparation program in Chemistry for Grades 7-12 shall integrate the NH K-12 Science Curriculum Framework, including techniques for enhancing student learning in these areas and the use of assessment results to improve instruction.
The standard is **NOT MET**.

Rationale: Artifacts are not present which support the use of the NH K-12 Science Curriculum Frameworks and the use of assessment to improve instruction.

Recommendation: In compliance with RSA 193-C: 3,IV, (f), the teacher preparation program in Chemistry for Grades 7-12 shall integrate the NH K-12 Science Curriculum Framework, including techniques for enhancing student learning in these areas and the use of assessment results to improve instruction.

Suggestion: ***All course syllabi for the Chemistry Science Program should include the NH K-12 Science Curriculum Frameworks. Evidence of data used to assess and improve instruction should be included.***

Standard (b)(1)a.: In the area of fundamental knowledge, the candidate shall have the ability to represent visually and verbally how the world works at an atomic and molecular level.
The standard is **MET**.

Standard (b)(1)b.: In the area of fundamental knowledge, the candidate shall have the ability to explain concepts, solve problems, and perform laboratory techniques at an intermediate level in the following fundamental areas: inorganic chemistry, organic chemistry, physical chemistry, analytical chemistry, biochemistry, and modern chemical instrumentation.
The standard is **MET**.

Commendation: Artifacts presented are wonderful examples of candidates fulfilling fundamental knowledge in all areas of Chemistry.

Standard (b)(1)c.: In the area of fundamental knowledge, the candidate shall have the ability to apply mathematics, at least through the level of introductory calculus and statistics, and physics to representing chemical concepts and to problem solving in chemistry.
The standard is **MET**.

Standard (b)(1)d.: In the area of fundamental knowledge, the candidate shall have the ability to apply computer technology, including hardware and software, to acquire and analyze data, and to collect and communicate information.
The standard is **MET**.

Standard (b)(1)e.: In the area of fundamental knowledge, the candidate shall have the ability to integrate knowledge of the history and philosophy of science into chemistry instruction.
The standard is **NOT MET**.

Rationale: Artifacts are not present to support this standard.

Recommendation: In the area of fundamental knowledge, the program should insure that the candidate can demonstrate the ability to integrate knowledge of the history and philosophy of science into chemistry instruction.

Suggestion: ***Content within each branch of Chemistry should include a review of historical experiments and discussion of the philosophy of science including ethics, informed consent and cost analysis.***

Standard (b)(2)a.: In the area of instructional performance, the candidate shall have the ability to design and teach laboratory activities which incorporate scientific processes and promote scientific habits of mind.
The standard is **NOT MET**.

Rationale: Artifacts presented do not support this standard. Artifact 1 is an elementary lesson plan and does not demonstrate the ability to design and teach laboratory activities at the secondary level in Chemistry. Artifact 2 does not demonstrate the ability to design and teach honors laboratory activities at the secondary level in Chemistry.

Recommendation: In the area of instructional performance, the program should insure that the candidate can demonstrate the ability to design and teach laboratory activities which incorporate scientific processes and promote scientific habits of mind.

Suggestion: ***Provide exemplars to candidates, which demonstrate appropriate design of laboratory activities at the secondary level in Chemistry. Provide observation opportunities for candidates to see and observe laboratory activities at the secondary level in Chemistry.***

Standard (b)(2)b.: In the area of instructional performance, the candidate shall have the ability to integrate the knowledge of the methods of teaching reading, writing, communication, and study skills essential to the effective mastery of chemistry content.
The standard is **MET**.

Rationale: Course syllabus (ESEC 282) supports the concepts and fundamental knowledge in teaching reading, writing, communication and study skills in the content area at the secondary level.

Standard (b)(2)c.: In the area of instructional performance, the candidate shall have the ability to relate chemistry to technological issues that influence society and the ethical and moral consequences of decisions related to those issues.
The standard is **NOT MET**.

Rationale: Artifacts are not present which relate technological issues that influence society and moral consequences in Chemistry to instructional performance.

Recommendation: In the area of instructional performance, the program should insure that the candidate can demonstrate the ability to relate chemistry to technological issues that influence society and the ethical and moral consequences of decisions related to those issues.

Suggestion: ***Include in all Chemistry and Methods Secondary Science syllabi content regarding Ethics and Science Technology.***

Standard (b)(2)d.: In the area of instructional performance, the candidate shall have the ability to model and teach safe laboratory and field practices, including personal safety and equipment storage and upkeep, and waste handling and disposal.
The standard is **NOT MET**.

Rationale: Artifacts are not present which demonstrate the candidates' ability to model and incorporate all aspects of laboratory safety.

Recommendation: In the area of instructional performance, the program should insure that the candidate can demonstrate the ability to model and teach safe laboratory and field practices, including personal safety and equipment storage and upkeep, and waste handling and disposal.

Suggestion: ***A laboratory safety component should be a part of the 5E lesson plan. Domain 2 in the Danielson Model that the program uses for managing classroom procedures might be***

an appropriate place to include the safety component for each science lesson.

Standard (b)(2)e.: In the area of instructional performance, the candidate shall have the ability to identify the organizations, agencies and journals that contribute to the professional growth of the chemistry teacher.
The standard is **MET**.

Standard (b)(2)f.: In the area of instructional performance, the candidate shall have the ability to integrate the common themes exhibited in all of the sciences into teaching and course design including: systems, models, constancy or stability, change, evolution, and scale.
The standard is **NOT MET**.

Rationale: Artifacts are not present which demonstrate the candidates' ability to integrate common themes exhibited in all the sciences.

Recommendation: In the area of instructional performance, the program should insure that the candidate can demonstrate the ability to integrate the common themes exhibited in all of the sciences into teaching and course design including systems, models, constancy or stability, change, evolution, and scale.

Suggestion: ***Common themes exhibited in all of the sciences should be a part of the 5E Lesson Plan. Domain 2 in the Danielson Model that the program uses for designing coherent instruction might be an appropriate place to include common themes exhibited in all of the sciences for each science lesson.***

Standard (b)(2)g.: In the area of instructional performance, the candidate shall have the ability to design learning activities which foster questioning, open-ended investigations, the development of cooperative group skills, and promote practice in decision making and problem solving.
The standard is **MET**.

Standard (b)(2)h.: In the area of instructional performance, the candidate shall have the ability to select, adapt, evaluate, and use age-appropriate strategies and materials for the learning of chemistry, including the recommendations of national curriculum projects and scientific groups, and the framework.
The standard is **NOT MET**.

Rationale: Artifacts are not present which demonstrate the candidates' ability to design learning activities fostering questioning, open-ended investigations and the development of co-operative group skills and problem solving.

Recommendation: In the area of instructional performance, the program should insure that the candidate can demonstrate the ability to design learning activities which foster questioning, open-ended investigations, the development of cooperative group skills, and promote practice in decision making and problem solving.

Suggestion: ***Learning activities fostering questioning, open-ended investigations and the***

development of co-operative group skills and problem solving should be a part of the 5E Lesson Plan. Domain 3 in the Danielson Model that the program uses for using questioning and discussion techniques might be an appropriate place to include this.

Standard (b)(2)i.: In the area of instructional performance, the candidate shall have the ability to organize, present, and evaluate chemistry ideas in a manner which emphasizes conceptual understanding and in ways which provide for optimal learning experiences for students of all ability levels.
The standard is **NOT MET**.

Rationale: Artifacts are not present which demonstrate the ability to organize and evaluate Chemistry materials for all ability levels.

Recommendation: In the area of instructional performance, the candidate shall have the ability to organize, present, and evaluate chemistry ideas in a manner which emphasizes conceptual understanding and in ways which provide for optimal learning experiences for students of all ability levels.

Suggestion: ***Candidates ability to organize and evaluate Chemistry materials for all ability levels should be included in the 5E Lesson Plan.***

SOCIAL STUDIES Ed 612.22

Standard (a): In compliance with RSA 193-C:3,IV,(f), the teacher preparation program in Social Studies shall integrate the NH K-12 Social Studies Curriculum Framework, including techniques for enhancing student learning in these areas and the use of assessment results to improve instruction
The standard is **MET.**

Standard (b): The social studies program for grades 5-12 shall provide the teaching candidate with the skills, competencies and knowledge gained through a combination of academic and supervised practical experience in the following areas:

Standard (b) 1: In the area of content, the ability to explain the rationale and importance of each of the following 4 subject areas as outlined in the framework, including ways in which each subject area provides insight into contemporary society: history, civics/government, geography, and economics.
The standard is **MET.**

Standard (b)(2)a.: In the area of content, the ability to exhibit knowledge of the basic concepts, generalizations, and issues of the subject areas, including an in-depth understanding of at least 2 of the subject areas as follows: a. in the subject area of civics and government, the ability to: 1. demonstrate an understanding of the purpose of government and how government is established and organized; 2. demonstrate an understanding of the following: the fundamental ideas and principles of American democracy; the major provisions of the United States and New Hampshire Constitutions; and organization and operation of government at all levels including

the legislative, executive and judicial branches; 3. demonstrate an understanding of the relationship of the United States to other nations and the role of the United States in world affairs; and 4. demonstrate an understanding of the meaning, rights, and responsibilities of citizenship, as well as the ability to apply this knowledge to the ideals, principles, organization, and operation of American government through the political process and citizen involvement.
The standard is **MET.**

Standard (b)(2)b.: In the area of content, the ability to exhibit knowledge of the basic concepts, generalizations, and issues of the subject areas, including an in-depth understanding of at least 2 of the subject areas as follows: b. in the subject area of economics, the ability to: 1. Demonstrate the capacity to analyze the potential costs and benefits of economic choices in market economies, including: wants and needs; scarcity; tradeoffs; and the role of supply and demand, incentives and prices; 2. demonstrate the capacity to examine the interaction of individuals, households, communities, businesses, and governments in market economies including: competition; specialization; productivity; traditional forms of enterprise; and the role of money and financial institutions; 3. demonstrate an understanding of the following: different types of economic systems; their advantages and disadvantages; and how the economic systems used in particular countries may change over time; 4.demonstrate an understanding of the patterns and results of international trade, including: distribution of economic resources; imports and exports; specialization; interdependence; exchange of money; and trade policies; and 5. demonstrate the capacity and willingness to apply economic concepts in the examination and resolution of problems and issues in educational, occupational, civic, and everyday settings.
The standard is **MET.**

Standard (b)(2)c.: In the area of content, the ability to exhibit knowledge of the basic concepts, generalizations, and issues of the subject areas, including an in-depth understanding of at least 2 of the subject areas as follows: c. in the subject area of geography, the ability to: 1.demonstrate the capacity to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information; 2.demonstrate an understanding of the physical and human geographic features that define places and regions; 3.demonstrate an understanding of the following: landform patterns and water systems on the earth's surface; the physical processes that shape these patterns; and the characteristics and distribution of ecosystems; 4.demonstrate an understanding of the impact of human systems on the earth's surface, including: the characteristics, distribution, and migration of human populations; the nature and complexity of patterns of cultural diffusion; patterns and networks of economic interdependence; processes, patterns, and functions of human settlement; and the forces of cooperation and conflict that shape human geographic divisions; 5. demonstrate an understanding of the following: the connections between Earth's physical and human systems; the consequences of the interaction between human and physical systems; and changes in the meaning, use, distribution, and importance of resources; and 6. demonstrate the capacity to apply knowledge of geographic concepts, skills, and technology to interpret the past and the present and to plan for the future.
The standard is **MET.**

Standard (b)(2)d.: In the area of content, the ability to exhibit knowledge of the basic concepts, generalizations, and issues of the subject areas, including an in-depth understanding of at least 2 of the subject areas as follows: d. in the subject area of history, the ability to: demonstrate the

capacity to employ historical analysis, interpretation, and comprehension for the following purposes: to make reasoned judgments; and to gain an understanding, perspective, and appreciation of history and its uses in contemporary situations; demonstrate a knowledge of the chronology and significance of the unfolding story of America, including the history of their community, New Hampshire and the United States; and demonstrate a knowledge of the chronology and significant developments of world history, including the following: the study of ancient, medieval, and modern civilizations with particular emphasis on those developments that have shaped the experience of the entire globe over the last 500 years; and those ideas, institutions, and cultural legacies that have directly influenced American thought, culture and politics;
The standard is **NOT MET.**

Rationale: Lack of evidence.

Recommendation: In the area of content, the program should insure that the candidate can demonstrate the ability to exhibit knowledge of the basic concepts, generalizations, and issues of the subject areas, including an in-depth understanding of at least 2 of the subject areas as follows: d. in the subject area of history, the program should insure that the candidate can demonstrate the ability to: demonstrate the capacity to employ historical analysis, interpretation, and comprehension for the following purposes: to make reasoned judgments; and to gain an understanding, perspective, and appreciation of history and its uses in contemporary situations; demonstrate a knowledge of the chronology and significance of the unfolding story of America, including the history of their community, New Hampshire and the United States; and demonstrate a knowledge of the chronology and significant developments of world history, including the following: the study of ancient, medieval, and modern civilizations with particular emphasis on those developments that have shaped the experience of the entire globe over the last 500 years; and those ideas, institutions, and cultural legacies that have directly influenced American thought, culture and politics;

Standard (b)(3): In the area of related subject content, the ability to explain the rationale and importance of at least one of the following behavioral sciences including ways in which it provides insight into contemporary society: Anthropology; Psychology; or Sociology.
The standard is **MET**.

Standard (b)(4): In the area of content, the ability to demonstrate the research methodology of professionals in at least one of the 4 framework subject areas or a related social studies subject areas.
The standard is **MET**.

Suggestion: ***In the lesson for the 8th grade student there should be a rubric or check list for grading the 8th grade student***

Standard (b)(5)a.: In the area of pedagogy, the ability to demonstrate the capacity to construct a social studies unit, using a pre-existing scope and sequence, which includes one or more of the framework subject areas.
The standard is **NOT MET**.

Rationale: The standard calls for this to be based on a pre-existing scope and sequence. There was no pre-existing scope and sequence attached to the artifact. Discovered it was based on state frameworks rather than a scope and sequence.

Recommendation: In the area of pedagogy, the program should insure that the candidate can demonstrate the capacity to construct a social studies unit, using a pre-existing scope and sequence, which includes one or more of the framework subject areas.

Suggestion: ***Use a current scope and sequence from any district as practice. Numerous ones are available on the web pages of many NH school districts.***

Standard (b)(5)b.: In the area of pedagogy, the ability to design unit plans which contain a central theme, issue, or question to coherently linked to daily lessons.
The standard is **MET**.

Suggestion: ***The program should insure that the most current NH curriculum standards are used. .***

Standard (b)(5)c.: In the area of pedagogy, the ability to demonstrate the capacity to construct lessons on at least two proficiency standards in each of the framework's 4 major subject areas.
The standard is **MET**.

Standard (b)(5)d.: In the area of pedagogy, the ability to create interdisciplinary lessons which use materials from two or more social studies subject areas, or which combine social studies with science, math, or the humanities **.**
The standard is **NOT MET**.

Rationale: The standard is not met in artifact supplied; however, it is potentially met in the Ancient Greece unit used for other standards. Artifact supplied is an incomplete sample; includes map skills (geography) but the historical element is not fully developed. In another artifact used for other standards this is potentially met but not identified as such.

Recommendation: In the area of pedagogy, the program should insure that the candidate can demonstrate the ability to create interdisciplinary lessons which use materials from two or more social studies subject areas, or which combine social studies with science, math, or the humanities **.**

Suggestion: ***The program should consider doing more integration of social studies with disciplines outside of the social studies***

Standard (b)(5)e.: In the area of pedagogy, the ability to design learning activities which employ research methods unique to the social sciences, such as oral history, survey instruments, and census data.
The standard is **MET**.

Standard (b)(5)f.: In the area of pedagogy, the ability to design learning activities utilizing technology, including but not limited to computers.

The standard is **MET**.

Suggestion: ***The program might consider including a rubric or scale for 10th grader in lesson. In the artifacts, computers and film seemed to be the only technologies used. Departments may want to explore the use of other forms of technology.***

Standard (b)(5)g.: In the area of pedagogy, the ability to design learning activities which foster the practice of democratic processes and decision-making, including providing exposure to multiple interpretations and the thoughtful exchange of competing viewpoints.
The standard is **MET**.

Suggestion: ***The program should consider developing and using a rubric or check list on assessment***

Standard (b)(5)h.: In the area of pedagogy, the ability to develop learning experiences which explore social issues such as equity in labor relations, changing gender roles, and race/ethnic minority status in American history and contemporary society.
The standard is **MET**.

Suggestion: ***Photocopied sheets should have attribution. Assessment for 11th grader needs grade/no grade and rubric or check list.***

Standard (b)(5)i.: In the area of pedagogy, the ability to develop effective instructional and learning experiences which use community resources and community projects **.**
The standard is **MET**.

Standard (b)(5)j.: In the area of pedagogy, the ability to develop learning activities using various methods of inquiry which foster critical thinking **.**
The standard is **MET**.

Standard (b)(5)k.: In the area of pedagogy, the ability to demonstrate the capacity to use and employ a wide variety of social studies assessment techniques, including tests, projects, papers, portfolios.
The standard is **MET**.

Standard (b)(5)l.: In the area of pedagogy, the ability to design learning activities which assess how factual information, opinion, entertainment, and advertising are presented differently in various media such as television, radio, newspapers and magazines, and how this affects our decision-making **.**
The standard is **MET**.

Standard (b)(5)m.: In the area of pedagogy, the ability to demonstrate the capacity to use a variety of social studies learning activities and motivational techniques for the following: to meet different learning styles; to promote active student involvement in the learning process; and to assist students in the transition from concrete learning to abstract reasoning;
The standard is **MET**.

Standard (b)(5)n.: In the area of pedagogy, the ability to foster the development of effective written expression, including persuasive writing with an emphasis on how to support a position or thesis by: analytical arguments; empirical arguments; ethical arguments; or all of the above. The standard is **NOT MET**.

Rationale: Artifacts address the gathering of contrasting information, but do not fully address how to write the persuasive piece.

Recommendation: In the area of pedagogy, the program should insure that the candidate can demonstrate the ability to foster the development of effective written expression, including persuasive writing with an emphasis on how to support a position or thesis by: analytical arguments; empirical arguments; ethical arguments; or all of the above.

Suggestion: ***The program might consider attaching the Venn diagram to the artifact and then either expand on instructions on what to do with the data/information gathered, or attach another artifact that shows a final written piece.***

Standard (b)(5)o.: In the area of pedagogy, the ability to foster the development of public speaking skills through a variety of formal presentation, discussion, and debate formats.
The standard is **MET**.

Standard (b)(6)a.: In the area of professionalism, the ability to recognize the unique contributions, similarities, differences and interdependencies of people from varying cultural, linguistic, religious, and socioeconomic backgrounds in the classroom, school, and community.
The standard is **MET**.

Standard (b)(6)b.: In the area of professionalism, the ability to identify the organizations, agencies, and resources which contribute to the professional growth of the social studies teacher, including how to access the current, and best practices in the social studies field.
The standard is **MET**.

Standard (b)(6)c.: In the area of professionalism, the ability to demonstrate knowledge of resources for student instruction in the social studies, such as primary sources.
The standard is **MET**.

Standard (b)(6)d.: In the area of professionalism, the ability to understand the historical development of the middle/junior high school, including the following: philosophy, organizational patterns, and curriculum trends in social studies.
The standard is **MET**.

Standard (b)(6)e.: In the area of pedagogy, the ability to understand the need to have an integrated and articulated K-12 social studies scope and sequence.
The standard is **MET**.

Standard (b)(6)f.: In the area of pedagogy, the ability to demonstrate effective oral and written expression skills, including persuasive writing with an emphasis on analytical, empirical, ethical arguments, or all 3, to support a position or thesis.

The standard is **MET**.

General Suggestions:
ESEC 150 and 250 may be too focused on elementary education and not as beneficial to secondary students as they might be. The college should examine this issue and address it if valid.

Several students thought that a classroom management course focused exclusively on middle and secondary schools would be beneficial. The college might explore this with a larger group of secondary majors in all fields.

In ESEC 150 and 250, there is a volunteer component. It is not a formal service learning program. The students felt this volunteer component was not well-coordinated by college and more importantly it did not address exposure to secondary school age youths. The college might review this with a large number of secondary major students and maybe replace this with a human development course or exercise that is more appropriate.

Some students indicated that they would like their field experience to be longer and their methods courses sooner.

Some students indicated a need for learning more about how to teach world history. The college might create a workshop on how to teach world history.

The concept of essential questions and less emphasis on text questions is always difficult for future teachers to grasp, but the secondary social studies faculty may want to stress it more.

Some students felt that not doing the portfolios until their student-teaching class was too late. Portfolios should be developed earlier in the program.

The curriculum library could expand their primary source materials and possibly materials aimed at the lower end of secondary, the 5-8 grades.

General Commendation: Keene State College provides for the college community as well as Keene residents a series of programs like a Children's Literature Festival, Diverse Voices from the Field, World Affairs Symposium etc. These are great opportunities for future teachers to expand their knowledge outside of the classroom.

COMPUTER TECHNOLOGY Ed 507.22

The following requirements shall apply to the certification of a computer technology educator:

Standard (b): The candidates for certification as a computer technology educator shall have the following skills, competencies, and knowledge:

Standard (b)(1): Relative to the knowledge of technology tools and resources, the

following shall apply to the area of proficient computer and technology operations and concepts across platforms.

Standard (b)(1)a.: Ability to operate multimedia computer system, related hardware, and display devices;
The standard is **MET**.

Standard (b)(1)b.: Ability to select, install, manage and maintain technology tools;
The standard is **MET**.

Standard (b)(1)c.: Ability to access and use telecommunications tools and resources, including email, listserves, and other distance learning tools;
The standard is **MET**.

Suggestion: ***Need artifacts as evidence of using listserves for instruction/learning.***

Standard (b)(1)d.: Ability to practice responsible, ethical, legal, and equitable access to technology, information, and software resources;
The standard is **MET**.

Standard (b)(1)e.: Ability to practice responsible, ethical, legal, and equitable use of technology, information, and software resources;
The standard is **MET**.

Standard (b)(1)f.: Ability to develop plans to organize computer and technology systems and related peripherals in a variety of settings;
The standard is **MET**.

Standard (b)(1)g.: Ability to identify strategies for troubleshooting and maintaining various hardware, software and network configurations; and
The standard is **MET**.

Standard (b)(1)h.: Ability to make recommendations for developing policies relative to technology purchases, procedures, configurations and security;
The standard is **MET**.

Standard (b)(2): Relative to the integration of technology across instructional settings, the following shall apply to the area of general teaching strategies:

Standard (b)(2)a.: Ability to evaluate, and use computer and technology resources including applications, tools, educational software and associated documentation;
The standard is **MET**.

Standard (b)(2)b.: Ability to design and implement integrated technology classroom activities that involve a variety of student grouping strategies, curricular areas, and diverse student populations;
The standard is **MET**.

Suggestion: ***The College needs to provide a greater variety of artifacts.***

Standard (b)(2)c.: Ability to design and practice methods and strategies for teaching computer and technology literacy concepts and skills; and
The standard is **MET**.

Standard (b)(2)d.: Ability to design and practice methods and strategies for teaching concepts and skills for applying keyboarding, productivity and information access tools, including word processing, spreadsheet, database, presentation, classroom management software;
The standard is **MET**.

Standard (b)(3): Relative to the integration of technology across instructional settings, the following shall apply to the area of curriculum design:

Standard (b)(3)a.: Ability to apply basic principles of instructional design associated with the development and use of multimedia and hypermedia learning materials;
The standard is **MET**.

Standard (b)(3)b.: Ability to develop instructional units that involve using technology to support critical thinking skills of: 1. Researching; 2. Compiling; 3. Organizing; 4. Analyzing; 5. Synthesizing; and 6. Problem solving;
The standard is **MET**.

Standard (b)(3)c.: Ability to research and evaluate on-line and other sources of information that support and enhance the curriculum, including distance education;
The standard is **MET**.

Standard (b)(3)d.: Ability to identify and support implementation and revision of curriculum to reflect on-going changes in technology; and
The standard is **MET**.

Standard (b)(3)e.: Ability to integrate computer and related technology resources to facilitate lifelong learning and emerging roles of the learner and the educator;
The standard is **MET**.

Standard (b)(4): Relative to the application of technology in instructional settings, the candidate shall have the ability to provide professional support related to the instructional integration of technology into the curriculum in accordance with the following:

Standard (b)(4)a.: Ability to apply computer and technology applications and use technology to support other content areas;
The standard is **MET**.

Standard (b)(4)b.: Ability to integrate advanced features of technology tools to support instruction in collaboration with content teachers; and
The standard is **MET**.

Standard (b)(4)c.: Ability to assist staff in the integration of adaptive assistive hardware and software for students with special needs;
The standard is **MET**.

Standard (b)(5): Relative to the evaluation of technology in instructional settings, the following shall apply to the area of student evaluation:

Standard (b)(5)a.: Ability to design a set of evaluation strategies and methods to assess student learning; and
The standard is **MET**.

Standard (b)(5)b.: Ability to evaluate, select, and use appropriate measures to assess students' computer knowledge and skills and compare to district, state and national standards;
The standard is **MET**.

Suggestion: ***The program needs to insure that the standard is evidenced in the syllabus and matrix and that there is alignment with NH/ ISTE standards.***

Standard (b)(6): Relative to the evaluation of technology in instructional settings, the following shall apply to the area of process and product evaluation:

Standard (b)(6)a.: Ability to evaluate the process and criteria for selection of technology systems; and
The standard is **MET**.

Standard (b)(6)b: Ability to evaluate the process and criteria for selection of technology related materials; and
The standard is **MET**.

Standard (b)(7): Relative to the evaluation of technology in instructional settings, the following shall apply to the area of program evaluation:

Standard (b)(7)a.: Ability to evaluate the use of technology in terms of meeting district instructional goals and national trends; and
The standard is **MET**.

Suggestion: Need to incorporate ISTE standards into all syllabi in CTE.

Standard (b)(7)b.: Ability to collaborate with staff to design research strategies evaluating the use of technology in the classroom.
The standard is **MET**.

Suggestion: ***Need to see artifacts demonstrating this standard.***
Standard (b)(7)c.: As an alternative to meeting the requirements of paragraph (b), the candidate may elect to qualify either under Ed 505.03, Alternative 3: Demonstrated Competencies and Equivalent Experiences, or, if the candidate is currently employed, under Ed

505.04, Alternative 4: Individualized Professional Development Plan, excluding paragraph (a).
The standard is **MET**.

General Suggestions: ***Although the Danielson framework is utilized throughout the entire program, the NH Computer Technology Educator framework, as well as the NETS*S and NETS*T standards, should be apparent in each course.***

Each handbook should reflect the NETS*T/S standards. Examples of students portfolios (e-portfolios) providing a variety of evidence of met standards and reflections of students should be available.

A matrix for the standards would help in the program accreditation process as well as for the students to determine standards met.

Increase hands-on projects on adaptive assistive technology and diversity in the classroom are necessary for students' success in the classroom of the 21st century.

MUSIC Ed 612.13

Standard (a): The teacher preparation program for music in grades K-12 shall provide the teaching candidate with skills, competencies and knowledge through a combination of academic experiences and demonstrated competency and equivalent experiences in the following areas: (a) In the area of performance ability: (1) Ability to perform accurately and expressively from notation either vocally or instrumentally as a soloist and as a member of a musical ensemble;
The standard is **MET.**

Standard (a)(2): Ability to accompany students on the piano, guitar or other instrument capable of playing a choral accompaniment, and transpose as necessary;
The standard is **NOT MET.**

Rationale: No artifacts presented. There was no evidence that demonstrated a students' ability to accompany students on the piano, guitar or other instrument capable of playing a choral accompaniment, and transpose as necessary.

Recommendation: The program should insure that the candidate can demonstrate the ability to accompany students on the piano, guitar or other instrument capable of playing a choral accompaniment, and transpose as necessary;

Suggestion: ***Provide video taped performance of several students demonstrating the ability to accompany students both from a piano accompaniment and from a part arrangement. The students should also demonstrate the ability to transpose a chordal accompaniment.***

Standard (a)(3): Ability to conduct: a. Common beat patterns, meters and tempos; b. Preparatory and down beats; c. Entrances; d. Fermatas, which means notes that are prolonged beyond their given time value; and (e) Releases; and
The standard is **NOT MET.**

Rationale: No artifacts.

Recommendation: The program should insure that the candidate can demonstrate the ability to conduct common beat patterns, meters and tempos, preparatory and down beats, entrances, fermatas, which means notes that are prolonged beyond their given time value; and releases.

Suggestion: ***Provide video taped performances of several students demonstrating the ability to conduct common beat patterns, meters and tempos, preparatory and down beats, entrances, fermatas.***

Standard (a)(4): Ability to plan and present a musical performance, including selecting literature appropriate to the occasion and ability level of students, and with attention to stage deportment
The standard is **NOT MET.**

Rationale: No artifacts provided.

Recommendation: The program should insure that the candidate can demonstrate the ability to plan and present a musical performance, including selecting literature appropriate to the occasion and ability level of students, and with attention to stage deportment

Standard(b): In the area of theory and composition: (1) Ability to hear accurately individual parts in musical pieces and their relative balance, intonation, and harmonic function.
The standard is **NOT MET.**

Rationale: No artifacts provided.

Recommendation: The program should insure that the candidate can demonstrate the ability to hear accurately individual parts in musical pieces and their relative balance, intonation, and harmonic function.

Standard (b)(2): Ability to aurally recognize musical forms, including, but not limited to: a. Theme and variation; b. Binary and ternary forms, consisting of 2 or 3 main sections, respectively; and c. Song.
The standard is **MET.**

Suggestion: ***Continue to challenge students to be able to identify music forms in all music, including works they are currently studying in ensemble and in private lessons.***

Standard (b)(3): Ability to aurally recognize common musical genres, including, but not limited to: a. Symphony; b. Jazz combo; and c. Oratorio;
The standard is **MET.**

Standard (b)(4): Ability to differentiate and correct individual parts;
The standard is **NOT MET.**

Rationale: No artifacts provided.

Recommendation: The program should insure that the candidate can demonstrate the ability to differentiate and correct individual parts

Standard (b)(5): Ability to read and write music accurately in traditional and non-traditional notations in a variety of clefs;
The standard is **NOT MET.**

Rationale: No artifacts provided.

Recommendation: The program should insure that the candidate can demonstrate the ability to read and write music accurately in traditional and non-traditional notations in a variety of clefs

Standard (b)(6): Ability to transpose from written pitch to concert sounding pitch and vice versa.
The standard is **MET.**

Suggestion: ***Continue to encourage the students to transpose from written pitch to concert pitch and vice versa.***

Standard (b)(7): Ability to notate music from listening;
The standard is **NOT MET.**

Rationale: No artifacts provided.

Recommendation: The program should insure that the candidate can demonstrate the ability to notate music from listening.

Suggestion: ***Please include the original example the students were required to notate.***

Standard (b)(8): Ability to analyze formal and expressive elements in written music;
The standard is **NOT MET.**

Rationale: No artifacts provided.

Recommendation: The program should insure that the candidate can demonstrate the ability to analyze formal and expressive elements in written music.

Standard (b)(9): Ability to improvise harmonies to melodies, melodic variations, and melodies around chord patterns; and
The standard is **MET.**

Suggestion: ***Solicit examples of student work that demonstrate chordal accompaniments to songs that are improvised.***

Standard (b)(10): Ability to compose and arrange music;
The standard is **MET.**

Suggestion: ***The current lab is housed in a very small room and can accommodate very few***

students at a time the program should try to expand the music lab and course offerings to allow for more students to compose and arrange music using technology.

Standard (c): In the area of music history and culture: (1) Ability to describe the history of Western art music, which is the history of American and European music from the Middle Ages to the present, transmitted through notation and typically performed in a concert setting;
The standard is **MET.**

Standard (c)(2): Ability to recognize: a. Western art music; b. American music, including jazz; and c. World music.
The standard is **MET.**

Standard (c)(3).: Ability to relate his or her knowledge of music to other art forms, cultures, and disciplines outside the arts;
The standard is **NOT MET.**

Rationale: No artifacts provided.

Recommendation: The program should insure that the candidate can demonstrate the ability to relate his or her knowledge of music to other art forms, cultures, and disciplines outside the arts.

Standard (d): In the area of music pedagogy, in addition to having either advanced skills in vocal music pedagogy, as described in (e)(1) below, or advanced skills in instrumental music pedagogy, as described in (e)(2) below.

Standard (d)(1)a.: Knowledge of theory and composition, including ability to: a. Teach students to read and write music in traditional and non-traditional notation;
The standard is **NOT MET.**

Rationale: No artifacts provided.

Recommendation: The program should insure that the candidate can teach other students to read and write music in traditional and non-traditional notation.

Suggestion: ***The program should provide several sets of lessons plans and corresponding videotapes of students teaching students to read and write music in traditional and non-traditional notation.***

Standard (d)(1)b.: Guide students to express themselves musically through purposeful movement, improvisation, composition and arranging; and
The standard is **NOT MET.**

Rationale: No artifacts provided.

Recommendation: The program should insure that the candidate can demonstrate the ability to guide other students to express themselves musically through purposeful movement, improvisation, composition and arranging

Suggestion: ***The program should provide several video taped examples of students demonstrating their ability to guide students to express themselves musically through purposeful movement, improvisation, composition and arranging.***

Standard (d)(1)c.: Provide experiences for students in guided listening that will develop the ability to describe, analyze and evaluate music and musical performances.
The standard is **NOT MET.**

Rationale: No artifacts provided.

Recommendation: The program should insure that the candidate can demonstrate the ability to describe, analyze and evaluate music and musical performances.

Suggestion: ***The program should be able to provide several examples of student work that demonstrate their ability to describe, analyze, and evaluate music and musical performances. This should include ensemble critiques by students of their own performance groups.***

Standard (d)(2)a.: Knowledge and skills relating to history and culture, including ability to: a. Develop in students an understanding of relationships among music, the other arts, and disciplines outside the arts.
The standard is **NOT MET.**

Rationale: There are no examples of student work that shows they are developing an understanding of relationships among music, the other arts, and disciplines outside the arts

Recommendation: The program should insure that the candidate can demonstrate the ability to:
a. Develop in students an understanding of relationships among music, the other arts,

Suggestion: ***The program should be able to provide several examples of student work that shows they are developing an understanding of relationships among music, the other arts, and disciplines outside the arts.***

Standard (d)(2)b.: Develop in students an understanding of music in relation to history and culture.
The standard is **NOT MET.**

Rationale: There are no examples that show students are developing an understanding of music in relation to history and culture.

Recommendation: The program should insure that the candidate can demonstrate the ability to:
b. Develop in students an understanding of music in relation to history and culture.

Suggestion: ***The program should provide several written examples that demonstrate students are developing an understanding of music in relation to history and culture.***

Standard (d)(2)c.: Develop in students an understanding of career opportunities in the field of music.
The standard is **NOT MET.**

Rationale: There are no examples that demonstrate that students are developing an understanding of career opportunities in the field of music.

Recommendation: The program should insure that the candidate can demonstrate the ability to:
c. Develop in students an understanding of career opportunities in the field of music.

Suggestion: ***The program should be able to provide several examples that demonstrate students are developing an understanding of career opportunities in the field of music.***

Standard (d)(3)a.: Ability to use and apply various methods and materials, including ability to: a. Understand and use a variety of strategies specific to music to: 1. Design instruction and modify it to meet the needs of all learners;
The standard is **MET.**

Standard (d)(3)a.: 2. Continually assess individual and group learning; and
The standard is **NOT MET.**

Rationale: No artifacts

Recommendation: The program should insure that the candidate can demonstrate the ability to:
Continually assess individual and group learning;

Suggestion: ***The program should be able to provide several examples and models that demonstrate students assessing individual and group learning. There are several assessment models that have been published. There are also models on the Internet.***

Standard (d)(3)a.: 3. Communicate students' progress to students and parents.
The standard is **NOT MET.**

Rationale: No artifacts

Recommendation: The program should insure that the candidate can demonstrate the ability to: Communicate students' progress to students and parents.

Suggestion: ***The program should be able to provide several examples and models that demonstrate student's ability to communicate their students' progress to students and parents***

Standard (d)(3)b.: Describe and advocate for a comprehensive K-12 music program that: 1. Develops musicality and musical skill sequentially over time; is consistent with the NH Curriculum in the Arts, as specified in RSA 193-C: 3,III; Includes learning materials appropriate to students' ages and skill levels; Addresses opportunities available beyond the regular classroom; and Can be made available to all students, in ways that take into account students' cultural backgrounds and educational and skill levels.

The standard is **NOT MET.**

Rationale: No artifacts

Recommendation: The program should insure that the candidate can describe and advocate for a comprehensive K-12 music program that: develops musicality and musical skill sequentially over time; is consistent with the NH Curriculum in the Arts, as specified in RSA 193-C: 3,III; Includes learning materials appropriate to students' ages and skill levels; Addresses opportunities available beyond the regular classroom; and can be made available to all students, in ways that take into account students' cultural backgrounds and educational and skill levels.

Suggestion: ***The program should be able to provide several video and written examples of student work.***

Standard (e)(1)a.: In the area of music pedagogy, in addition to the requirements of (d) above, the candidate shall have either: (1) Ability to: a. Develop in students the ability to sing and perform expressively alone and with others at a beginning level in healthy, age appropriate ways with an understanding of: 1. Tone production;
The standard is **NOT MET.**

Rationale: No artifacts

Recommendation: In the area of music pedagogy, in addition to the requirements of (d) above, the program should insure that the candidate can demonstrate the (1) Ability to: a. Develop in students the ability to sing and perform expressively alone and with others at a beginning level in healthy, age appropriate ways with an understanding of: 1. Tone production;

Suggestion: ***The program should be able to provide video or audiotapes of several students demonstrating the ability to sing and perform expressively alone and with others at a beginning level in healthy, age appropriate ways with an understanding of tone production.***

Standard (e)(1)a.: 2. Vocal techniques, including, but not limited to: (i) Diction; (ii) Breathing; and (iii) Posture;
The standard is **NOT MET.**

Rationale: No artifacts

Recommendation: The program should insure that the candidate can demonstrate the ability to sing and perform expressively alone and with others at a beginning level in healthy, age appropriate ways with an understanding of Vocal techniques, including, but not limited to diction, breathing and posture.

Suggestion: ***The program should be able to provide video or aural tapes of several students demonstrating these skills.***

Standard (e)(1)a.: 3. Varied repertoire.
The standard is **MET.**

Standard (e)(1)a.: 4. The extended range and general range, or tessitura, of the voice, including the changing voice.
The standard is **MET.**

Standard (e)(1)b.: Develop in students the ability to play and perform expressively alone and with others at a beginning level on classroom instruments, including but not limited to pitched and unpitched percussion instruments and recorders, and beginning band and orchestra instruments in healthy, age appropriate ways with an understanding of standard techniques of: 1. Tone production;
The standard is **NOT MET.**
Rationale: No artifacts

Recommendation: The program should insure that the candidate can demonstrate the ability to play and perform expressively alone and with others at a beginning level on classroom instruments, including but not limited to pitched and unpitched percussion instruments and recorders, and beginning band and orchestra instruments in healthy, age appropriate ways with an understanding of standard techniques of tone production.

Suggestion: ***The program should be able to provide video tapes and lesson plans from several students.***

Standard (e)(1)b.: 2. Articulation;
The standard is **NOT MET.**

Rationale: No artifacts

Recommendation: The program should insure that the candidate can demonstrate the ability to play and perform expressively alone and with others at a beginning level on classroom instruments, including but not limited to pitched and unpitched percussion instruments and recorders, and beginning band and orchestra instruments in healthy, age appropriate ways with an understanding of *articulation.*

Suggestion: ***The program should be able to provide video tapes and lesson plans from several students.***

Standard (e)(1)b.: 3. Fingerings; and
The standard is **NOT MET.**

Rationale: No artifacts

Recommendation: The program should insure that the candidate can demonstrate the ability to play and perform expressively alone and with others at a beginning level on classroom instruments, including but not limited to pitched and unpitched percussion instruments and recorders, and beginning band and orchestra instruments in healthy, age appropriate ways with an understanding of *fingerings.*

Suggestion: ***The program should be able to provide video tapes and lesson plans from several students.***

Standard (e)(1)b.: 4. Transposition for commonly used instruments; and
The standard is **MET.**

Standard (e)(1)c.: Instruct, rehearse and evaluate vocalists throughout their school career and in performances of choral music with knowledge of advanced techniques of: 1. Tone production;
The standard is **MET.**

Standard (e)(1)c.: 2. Vocal techniques, including, but not limited to: (i) Diction in English; and (ii) Diction in foreign languages;
The standard is **MET.**

Standard (e)(1)c.: 3. Varied repertoire, including music of four or more parts, accompanied or not; and
The standard is **MET.**

Standard (e)(1)d.: Developing extended ranges, or general ranges or tessitura, of the voice.
The standard is **MET.**

Standard (e)(2): Ability to instruct, rehearse and evaluate instrumentalists throughout their school career and in band and orchestral performances with an understanding of advanced techniques of: a. Tone production;
The standard is **MET.**

Standard (e)(2)b.: Articulation;
The standard is **NOT MET.**

Rationale: No artifacts

Recommendation: The program should insure that the candidate can demonstrate the ability to instruct, rehearse and evaluate instrumentalists throughout their school career and in band and orchestral performances with an understanding of advanced techniques of articulation.

Suggestion: ***The program should be able to provide lesson plans and videotapes of several students.***

Standard (e)(2)c.: Fingerings, including alternate fingerings; and
The standard is **MET.**

Standard (e)(2)d.: Transposition for less commonly used instruments.
The standard is **NOT MET.**

Rationale: No artifacts

Recommendation: The program should insure that the candidate can demonstrate transposition for less commonly used instruments.

Suggestion: ***The program should be able to provide several examples of students demonstrating transposition for less commonly used instruments.***

General Suggestions: ***The Music Department ought to begin the process of developing rubrics for all music courses. The process needs to begin with a department wide rubric. The faculty would then have a common understanding and agreement of what represents outstanding work. It would then be possible for students to achieve at the highest levels once everyone understands and can clearly articulate what those levels are.***

It is also suggested that the department look at various models of assessment, both to gather data on what it students are learning and to determine if the instruction is being delivered exactly as the curriculum is stated. Several models have been developed and are available for professional development.

PHYSICAL EDUCATION Ed 612.14

The teacher preparation program for physical education in grades K-12 shall provide the teaching candidate with skills, competencies and knowledge through a combination of academic experiences and demonstrated competency and equivalent experiences in the following areas:

Standard(a)(1): In the area of knowledge of physical education content and concepts: Ability to identify critical elements of motor skill performance;
The standard is **MET**.

Standard (a)(2): Ability to describe performance concepts and strategies related to skillful movement and physical activity, including, but not limited to: a. Fitness principles; b. Game tactics; and c. Skill improvement principles;
The standard is **MET**.

Standard(a)(3): Ability to describe bioscience, including anatomical, physiological, and biomechanical concepts, and psychological concepts related to: a. Skillful movement; b. Physical activity; and c. Fitness;
The standard is **MET**.

Standard (a)(4): Knowledge of history, philosophy, laws and rules related to teaching physical education, as well as adaptive physical education for students with disabilities;
The standard is **MET**.

Standard (a)(5): Knowledge of and skill in dealing with differences in development between children with and without disabilities; and
The standard is **MET**.

Standard (a)(6): Ability to access resources on student standards from state governments and professional groups;
The standard is **MET**.

Standard(b)(1): In the area of performance ability: Ability to combine motor skills into sequences that are appropriate to individual student needs;
The standard is **MET**.

Standard (b)(2)a.: Ability to demonstrate competent motor skill performance in a wide variety of physical activities, including, but not limited to: Fundamental movement skills involving patterns of motion using different body parts, such as the legs, arms, trunk, and head, including, but not limited to, the following skills: 1. Running; 2. Hopping; 3. Catching; 4. Throwing; 5. Striking; and 6. Balancing;
The standard is **MET**.

Standard (b)(2)b.: Ability to demonstrate competent motor skill performance in a wide variety of physical activities, including Sports; Games; Dance; and Health-related fitness;
The standard is **MET**.

Standard (b)(3): Ability to apply knowledge of bioscience, including anatomical, physiological, and biomechanical concepts, and psychological concepts to skillful movement, physical activity, and fitness;
The standard is **MET**.

Standard (c)(1): In the area of management: (1) Ability to identify and describe individual and group management and motivation strategies that encourage: a. Positive social interaction; b. Active engagement in learning; and c. Self-motivation;
The standard is **MET**.

Commendation: The use of the rubric to help define the skills, concepts and outcomes is clear and useful.

Standard (c)(2): Ability to implement the strategies described in a above in a safe learning environment;
The standard is **MET**.

Standard (c)(3): Ability to organize, allocate, and manage resources, including, but not limited to students, time, space, equipment, activities, and teacher attention, to provide active and equitable learning experiences;
The standard is **MET**.

Commendation: The Lesson Observation Report is a very useful tool for teacher development.

Standard (c)(4): Ability to motivate all students to participate in physical activity in a variety of settings that relate to personal experiences, the community and real-life tasks;
The standard is **MET**.

Standard (c)(5): Ability to select strategies to help students demonstrate responsible personal and social behaviors that promote positive relationships and a productive learning environment, including, but not limited to: a. Mutual respect; b. Support for others; c. Safety; and d.

cooperation; and
The standard is **MET**.

Standard (c)(6): Ability to develop and implement effective behavior management plans;
The standard is **MET**.

Standard (d)(1): In the area of planning and instruction: Ability to plan and implement a variety of developmentally appropriate instructional strategies that meet the needs of all students;
The standard is **MET**.

Standard (d)(2): Ability to describe skill progressions and activities that support effective planning and instruction;
The standard is **MET**.

Standard (d)(3): Ability to identify, develop, and implement appropriate program and instructional goals:
The standard is **MET**.

Standard (d)(4): Ability to develop short- and long-term plans that are based on student assessments and linked to program and instructional goals as well as student needs;
The standard is **MET**.

Standard (d)(5): Ability to select and modify instructional strategies for all students, including students with an individualized education plan, students covered by Section 504 of the Rehabilitation Act of 1973, and students identified with a condition that might significantly affect their motor performance, including but not limited to obesity, asthma, or distorted body image;
The standard is **MET**.

Standard (d)(6): Ability to design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction in the physical activity setting;
The standard is **MET**.

Standard (d)(7): Ability to design and implement learning experiences that allow students to integrate knowledge and skills from multiple subject areas;
The standard is **MET**.

Standard (d)(8): Ability to develop and use effective demonstrations and explanations that link physical activity concepts to learning experiences that are suited to the level of cognitive and physical development of students and linked to students' past and present life experiences;
The standard is **MET**.

Standard (d)(9): Ability to develop and use instructional cues and prompts that are clear and effective in facilitating competent motor skill performance on the part of students; and
The standard is **MET**.

Standard (d)(10): Ability to develop and use a repertoire of direct and indirect instructional formats to facilitate student learning, including, but not limited to: a. Asking questions; b.

Posing scenarios; c. Facilitating factual recall; d. Promoting problem solving; and e. Eliciting critical thinking;
The standard is **MET**.

Commendation: Class meeting concept is exceptional and should promote positive professional growth of future instructors.

Standard (e)(1): In the area of assessment: Ability to design and implement assessment techniques and tools to foster physical, cognitive, and emotional development of students in physical activity;
The standard is **MET**.

Standard (e)(2): Ability to observe and reflect upon the motor performance, emotional well-being and social interactions associated with each student;
The standard is **MET**.

Standard (e)(3)a.: Ability to design and implement a variety of assessment techniques and tools, such as, but not limited to, grades, reports to parents, verbal or written self-assessment, and teacher-student meetings, to: Assess student performance pertaining to skill development and fitness level;
The standard is **MET**.

Standard (e)(3)b.: Involve students in assessing themselves and their peers, thereby engaging students in self-analysis and reflection;
The standard is **MET**.

Commendation: KSC uses a variety of methods to promote reflection and personal teaching growth and interaction with professionals to enhance teaching development.

Standard (e)(3)c.: Provide feedback and inform instruction; and
The standard is **MET**.

Standard (e)(3)d.: Communicate student progress, for both formative, or primarily prospective, and summative, or primarily retrospective, purposes;
The standard is **MET**.

Standard (f)(1): In the area of collaboration: Ability to foster relationships with colleagues, parents or guardians, and community agencies that support student growth and well-being;
The standard is **MET**.

Standard (f)(2): Ability to collaborate with parents, administrators, general and special education teachers, school health personnel, related service providers, and paraprofessionals to design physical education experiences that meet the needs of diverse students;
The standard is **MET**.

Standard (f)(3): Ability to identify strategies to become an advocate in the school and the community to promote a variety of physical activity opportunities;

The standard is **MET**.

Standard (f)(4): Ability to identify and use appropriate community resources to enhance physical activity opportunities; and
The standard is **MET**.

Standard (f)(5): Ability to collaborate with parents, colleagues, administrators, school boards and community resources to promote a physically active lifestyle for all students;
The standard is **MET**.

Standard (g)(1): In the area of communication: Ability to demonstrate effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings;
The standard is **MET**.

Standard (g)(2): Ability to demonstrate effective communication skills, including, but not limited to: a. Clear and concise language; b. Language paced to the developmental level of students; c. Giving and receiving feedback; d. Use of age appropriate language; and e. Use of non-verbal communication, including but not limited to physical gestures and expressions of emotion, appropriate to the classroom setting;
The standard is **MET**.

Standard (g)(3): Ability to communicate managerial and instructional information in a variety of ways, including, but not limited to: a. Bulletin boards; b. Music; c. Task cards; d. Posters; e. Internet; and f. Videos;
The standard is **MET**.

Standard (g)(4): Ability to communicate in ways that demonstrate sensitivity to all students, including, but not limited to, consideration of the following differences: a. Ethnic; b. Cultural; c. Socio-economic; d. Ability; and e. Gender;
The standard is **MET**.

Standard (g)(5): Ability to implement strategies to enhance communication between students in physical activity settings; and
The standard is **MET**.

Commendation: The feedback and number of opportunities for students to communicate with their professors is to be admired. KSC physical education students receive a great deal of feedback and personal review about their own personal growth.

Standard (h): In the area of technology, the ability to utilize current information technology, including adaptive equipment and assistive technology, to: (1) Enhance students' learning; (2) Enhance personal and professional productivity; and (3) Motivate, instruct, and assess students.
The standard is **MET**.

General Suggestions: ***The college should provide another classroom (the building lost a classroom to the construction of the new Recreation Center) and a dedicated space for the staff to gather for meetings or meals such as a teacher's lounge would be most beneficial to***

the health and well being of the staff

General Commendation: The Keene area schools and the city of Keene school system is another example of the KSC Physical Education department developing fine working relationships that benefit both parties. The rotation of students and coordinated effort of all parties makes this a win-win situation for staff, KSC students, school districts and the students in the various schools involved. The use of music and rhythms in classes and teacher preparation is very important.

SCHOOL GUIDANCE COUNSELOR ED 614.03

Standard (a): The school guidance counselor preparation program shall provide the candidate with the skills, competencies, and knowledge gained through a combination of academic and supervised practical experience in the following areas:

Standard (a)(1)a.: In the area of counseling and guidance issues affecting the development and functioning of students. Interviewing and counseling skills, including establishing appropriate counseling goals and maintaining appropriate boundaries;
The standard is **MET**.

Standard (a)(1)b.: In the area of counseling and guidance issues affecting the development and functioning of students. Skills to develop a counseling relationship, design intervention strategies, evaluate counselee outcomes, and successfully terminate the counseling relationship;
The standard is **MET**.

Standard (a)(1)c.: In the area of counseling and guidance issues affecting the development and functioning of students. Individual and group counseling skills, and classroom guidance approaches designed to promote school success and academic, career, individual, and social development for grades K – 12;
The standard is **MET**.

Standard (a)(1)d.: In the area of counseling and guidance issues affecting the development and functioning of students. Theories and models of counseling that are consistent with current professional research and practice in the field;
The standard is **MET**.

Standard (a)(1)e.: In the area of counseling and guidance issues affecting the development and functioning of students. Approaches used for various types of group work, including: 1. Task groups; 2. Psychoeducational groups; 3. Support groups; and 4. Counseling groups;
The standard is **MET**.

Standard (a)(1)f.: In the area of counseling and guidance issues affecting the development and functioning of students. Understanding of the particular confidentiality issues affecting group and classroom guidance work in the school setting;
The standard is **MET**.

Standard (a)(1)g.: In the area of counseling and guidance issues affecting the development and functioning of students. Various age-level characteristics that impact and are impacted by the counseling process, including techniques for pre-kindergarten, elementary, middle and junior high school, and high school age students;
The standard is **MET**.

Standard (a)(1)h.: In the area of counseling and guidance issues affecting the development and functioning of students. Self-awareness of the counselor in regard to counselor characteristics and behaviors, such as age, gender, ethnic differences, and verbal and nonverbal behaviors and skills, that influence the counseling process;
The standard is **MET**.

Standard (a)(1)i.: In the area of counseling and guidance issues affecting the development and functioning of students. Approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs;
The standard is **MET**.

Standard (a)(1)j.: In the area of counseling and guidance issues affecting the development and functioning of students. Developmental approaches to assist all students and parents at points of educational transition, including, but not limited to: 1. Home to elementary school; 2. Elementary to middle school or junior high school; 3. Middle school or junior high school to high school; and 4. High school to postsecondary education or a career option;
The standard is **MET**.

Standard (a)(1)k.: In the area of counseling and guidance issues affecting the development and functioning of students. Constructive partnerships with parents, guardians, families, and communities in order to promote each student's academic, career, personal, and social success;
The standard is **MET**.

Standard (a)(1)l.: In the area of counseling and guidance issues affecting the development and functioning of students. Systems theories and related interventions;
The standard is **MET**.

Standard (a)(1)m.: In the area of counseling and guidance issues affecting the development and functioning of students. Understanding of relationships among and between community systems, family systems, and school systems, and how they interact to influence children and families; and
The standard is **MET**.

Standard (a)(1)n.: In the area of counseling and guidance issues affecting the development and functioning of students. Approaches for recognizing and assisting children and adolescents who may use alcohol or other drugs or who may be affected by someone who does;
The standard is **MET**.

Standard (a)(2)a.: In the area of human growth and development. Knowledge of individual and family development and transitions across an individual's life span;
The standard is **MET**.

Standard (a)(2)b.: In the area of human growth and development**.** Knowledge of learning and personality development;
The standard is **MET**.

Standard (a)(2)c.: In the area of human growth and development**.** Understanding of human behavior, including developmental crises, disability, exceptional behavior, addictive behavior, psychopathology and its diagnosis and treatment, and situational and environmental factors that affect both normal and abnormal behavior;
The standard is **MET**.

Standard (a)(2)d.: In the area of human growth and development**.** Strategies for facilitating the optimum academic, career, and individual/social development of individuals at all developmental levels;
The standard is **MET**.

Standard (a)(3)a.: In the area of career and educational development. K – 12 career development program planning, organization, implementation, and administration, including career awareness strategies designed to meet the developmental needs of K – 12 students;
The standard is **MET**.

Standard (a)(3)b.: In the area of career and educational development. Career development theories and decision-making models, including state career development standards and evaluation methods for the effectiveness of program components and delivery;
The standard is **MET**.

Standard (a)(3)c.: In the area of career and educational development**.** Individual and group career and educational planning;
The standard is **MET**.

Standard (a)(3)d.: In the area of career and educational development**.** Career and college counseling processes, techniques, and resources, including those applicable to specific populations;
The standard is **MET**.

Standard (a)(3)e.: In the area of career and educational development. Assessment instruments and techniques that are relevant to career and college planning and decision-making, including technology-based applications, strategies, and resources; and
The standard is **MET**.

Standard (a)(3)f.: In the area of career and educational development. Interrelationships among and between work, family, and other life roles and factors, including the role of diversity and equity in career development;
The standard is **MET**.

Standard (a)(4)a.: In the area of consultation and collaboration. A general framework for understanding and practicing consultation, as it is appropriate to the school counselor in an educational setting, including the development of each individual's personal model of

consultation;
The standard is **MET**.

Standard (a)(4)b.: In the area of consultation and collaboration. Strategies to promote, develop, and enhance effective teamwork within the school and larger community;
The standard is **MET**.

Standard (a)(4)c.: In the area of consultation and collaboration**.** Knowledge of crisis prevention and intervention strategies;
The standard is **MET**.

Standard (a)(4)d.: In the area of consultation and collaboration. Knowledge of theories, models, and processes of consultation and change involving teachers, administrators, other school personnel, parents, community groups, agencies, and students;
The standard is **MET**.

Standard (a)(4)e.: In the area of consultation and collaboration. Strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children; and
The standard is **MET**.

Standard (a)(4)f.: In the area of consultation and collaboration**.** Knowledge and skill in conducting programs that are designed to enhance students' academic, social, emotional, career, and other developmental needs;
The standard is **MET**.

Standard (a)(5)a.: In the area of social and cultural diversity. Knowledge of characteristics and concerns when working with or within diverse groups, including K – 12 strategies, strategies for working with family, group, and individual components, and strategies for working with diverse populations and ethnic groups;
The standard is **MET**.

Standard (a)(5)b.: In the area of social and cultural diversity. Knowledge of school counselors' roles in the realms of social justice, advocacy, and conflict resolution;
The standard is **MET**.

Standard (a)(5)c.: In the area of social and cultural diversity. Cultural self-awareness, and understanding of the nature of biases, prejudices, processes of intentional and unintentional oppression, discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body; and
The standard is **MET**.

Standard (a)(5)d.: In the area of social and cultural diversity. Theories of multicultural counseling, theories of identity development, and multicultural competencies;
The standard is **MET**.

Suggestion: ***Multicultural perspective is apparent in many artifacts; however, the proposed***

course, Working with Diverse Populations, should specifically address this standard.

Standard (a)(6)a.: In the area of professional school counseling. History and foundations of the school counseling profession, including professional roles and functions, relationships with other human service providers, and advocacy processes designed to facilitate access, equity, and success for students and families;
The standard is **MET**.

Standard (a)(6)b.: In the area of professional school counseling. Knowledge of current state and federal laws, rules, policies, and standards relating to school guidance counseling and current national ethical guidelines for school guidance counseling, as they apply to the implementation of comprehensive school guidance and counseling services and programs within a school setting, including: 1. Professional credentialing and standards; 2. State and local policy processes; and 3. Professional organizations;
The standard is **MET**.

Standard (a)(6)c.: In the area of professional school counseling. Technological competence and computer literacy, including integration of technological strategies and applications within counseling and consultation processes; and
The standard is **MET**.

Standard (a)(6)d.: In the area of professional school counseling. Confidentiality, including record-keeping.
The standard is **MET**.

Standard (a)(7)a.: In the area of school counseling program administration. Use, management, analysis, and presentation of data from school- based information, including standardized testing, grades, enrollment, attendance, retention, and placement, surveys, interviews, focus groups, and needs assessments to improve student outcomes;
The standard is **MET**.

Standard (a)(7)b.: In the area of school counseling program administration. Design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs according to state and national models;
The standard is **MET**.

Standard (a)(7)c.: In the area of school counseling program administration. Integration of the school counseling program into the total school curriculum through collaborative information and skills training to assist K – 12 students to maximize their academic, career, individual, and social development;
The standard is **MET**.

Standard (a)(7)d.: In the area of school counseling program administration. Identification of student academic, career, individual, and social competencies and implementation of processes and activities to assist students in achieving these competencies;
The standard is **MET**.

Standard (a)(7)e.: In the area of school counseling program administration. Preparation of an action plan and school counseling calendar that reflects appropriate time commitments and priorities in a comprehensive developmental school counseling program; and
The standard is **MET**.

Standard (a)(7)f.: In the area of school counseling program administration**.** Knowledge of all state curriculum standards consistent with RSA 193-C:3, III and special skill in implementing these standards and proficiencies through a collaborative school-wide process;
The standard is **MET**.

Standard (a)(8)a.: In the area of research and assessment. Basic concepts and methods of standardized and non standardized testing and assessment including: 1. Norm-referenced and criterion-referenced assessment; 2. Environmental assessment; 3. Performance and competency-based assessment; 4. Individual and group test and inventory methods; 5. Behavioral observations; and 6. Computer-managed and computer-assisted methods;
The standard is **MET**.

Standard (a)(8)b.: In the area of research and assessment. Knowledge of statistical concepts, including: 1. Reliability and validity; 2. Scales of measurement; 3. Measures of central tendency; 4. Indices of variability; 5. Shapes and types of distributions; and 6. Correlations;
The standard is **MET**.

Standard (a)(8)c.: In the area of research and assessment. Strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling, including the impact of age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;
The standard is **MET**.

Standard (a)(8)d.: In the area of research and assessment. General principles and methods of case conceptualization, assessment, and diagnoses of mental and emotional status; and
The standard is **MET.**

Standard (a)(8)e.: In the area of research and assessment. Principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications and to improve counseling effectiveness.
The standard is **MET**.

Standard (b): A program in school guidance counseling shall be a specialist-level program, consisting of a full-time, or full-time equivalent, coordinated sequence of specifically focused study at the graduate level, culminating in a master's degree. The program shall include at least 42 graduate semester hours or the equivalent, of which at least 36 hours shall be exclusive of credit for the supervised internship experience. The program shall clearly define and measure the outcomes expected of interns, using appropriate professional resources that address the competencies in (a) above.
The standard is **MET.**

Standard (c)(1): The school guidance counseling program shall require at least 600 total hours

of supervised internship experience, of which at least 300 hours shall be direct service clock hours. The internship experience shall meet the following requirements: The internship experience shall occur in a general school setting.
The standard is **MET**.

Standard (c)(2): The internship shall be supervised by a site supervisor who shall have**:** a. at least a master's degree in counseling or a related profession with equivalent qualification, including appropriate certifications or licenses; b. a minimum of 2 years of professional experience in the area in which the prospective school guidance counselor is completing clinical instruction; c. knowledge of the training program's expectations, requirements, and evaluation procedures; d. on-site internship supervision shall consist of a minimum of an average of one hour per week of individual or triadic interaction throughout the internship, for the express purpose of reviewing the prospective school guidance counselor's skills and professional growth; e. an average of 1.5 hours of group supervision per week shall be provided on a regular schedule throughout the internship, performed by a training program faculty member;
The standard is **MET**.

Standard (c)(5)**:** On-site supervision shall be approved and monitored by the training program;
The standard is **MET.**

Standard (c)(6): The internship experience shall receive support from the training program, including a contract with the internship site that delineates how the following issues shall be handled: a. Schedule of appointments; b. Expense reimbursement, if any; c. A safe and secure work environment; d. Adequate private office space for counseling; and e. Support services consistent with those afforded school guidance counselors;
The standard is **MET.**

Standard (c)(7): Evaluation of an internship shall include performance-based measures, observation, and evaluation of foundation knowledge.
The standard is **MET**.

Suggestion: ***Consider increasing minimum years of professional experience of site supervisor to 3 or more years***

Commendations: The design of program is focused on new (proposed) state standards and on preparing students to manage a standards-based school counseling program. The program is based on ASCA National Model which supports school counselors assuming a leadership role in educational reform in the schools. The program design effectively infuses developmental, systemic and multicultural perspectives into the School Counselor Program rather than addressing each in isolation. Accountability, through the use of data, is infused into many aspects of the program through inclusion of ASCA National Model. Instructional methods are varied, address all learning styles, and include experiential activities and peer teaching/coaching.New (proposed) courses (*Emotional/Behavioral Issues and Adaptations for the School Counselor, Child and Adolescent Development/Developmental Guidance, Working with Diverse Populations,* and *School Law are planned that* will enhance and expand the current program. Exposure to and availability of a wide variety of national, state, local and technological resources are provided through course work,

student experiences, and college events.
The Internship Handbook provided contains information on ASCA Ethical Standards; responsibilities of intern, supervisor and faculty member; and necessary forms.

SCHOOL PRINCIPALS Ed 614.04

Standard (a): The school principal program shall provide the student with the ability to use selection, retention and final evaluation procedures for effective selection of teachers and support personnel.

Standard (b): The program shall allow for individualized programs of study and experience.
The standard is **MET**.

Standard (c): The program shall provide the student with skills, competencies, and knowledge so that the student has the ability to provide leadership in the following areas: (1) Philosophy of learning; (2) The culture of teaching and learning; (3) Management of the organization and operation of the school, including effective use of its resources; (4) Relationships with the broader community to foster learning; (5) Integrity, fairness and ethics in learning; and (6) The political social, economic, legal, and cultural context of learning.
The standard is **MET**.

Standard (d)(1): Philosophy and Learning. In the area of philosophy of learning, the student shall have the ability to: Develop and apply a philosophy of learning that attempts to ensure the success of all students, or creates one that is applied consistently in as many cases as possible throughout the school program, or both;
The standard is **MET.**

Standard (d)(2): Philosophy and Learning. Apply the philosophy of learning to shape educational programs, plans, and actions;
The standard is **MET.**

Standard (d)(3): Philosophy and Learning. Demonstrate that appropriate stakeholders participated in the development of the philosophy of learning or participated in the development consistently throughout the process;
The standard is **MET**.

Standard (d)(4): Philosophy and Learning. Use some data about all students in the development of the vision in an equitable manner;
The standard is **MET**.

Standard (d)(5): Philosophy and Learning. Communicate the vision to the school community;
The standard is **MET**.

Standard (d)(6): Philosophy and Learning. Communicate the vision in a manner that reveals a clear link between teaching and learning;

The standard is **MET.**

Standard (d)(7): Philosophy and Learning. Provide a forum for stakeholders to annually engage in a dialogue about the vision;
The standard is **MET.**

Standard (d)(8): Philosophy and Learning. Communicate the vision in a way that is sensitive to the needs and diversity of the community, but might not provide for a complete, critical, public debate;
The standard is **MET.**

Standard (d)(9): Philosophy and Learning. Implement the philosophy of learning throughout most school programs, policies, and procedures;
The standard is **MET.**

Standard (d)(10): Philosophy and Learning. Link most instructional plans and strategies to the vision of the school, and to use some student assessment data to inform teaching and learning decisions;
The standard is **MET.**

Standard (d)(11): Philosophy and Learning. Distribute responsibility for implementing the vision to some members of the school or community and to seek assistance from these individuals in the allocation of resources to support the vision;
The standard is **MET.**

Standard (d)(12): Philosophy and Learning. Recognize the diversity of the community and the needs of the students and staff, and to use some of this information to implement the vision in a fair and equitable way;
The standard is **MET.**
Standard (d)(13): Philosophy and Learning. Collect data periodically on the school's progress toward the vision and to use this information to make decisions that promote the success of students;
The standard is **MET.**

Standard (d)(14): Philosophy and Learning. Create a system to monitor teacher performance and student learning throughout the school year, and to demonstrate some understanding of what teaching strategies support increased student learning and progress toward the vision;
The standard is **MET.**

Standard (d)(15): Philosophy and Learning. Collect data about the school's progress toward the vision from a variety of stakeholders and to share this information with the school community, providing opportunities for appropriate stakeholders to analyze or review this information; and
The standard is **MET.**

Standard (d)(16): Philosophy and Learning. Provide the community an accurate annual report on the school's progress toward the vision.

The standard is **MET.**

Standard (e)(1): Culture of Teaching and Learning. In the area of the culture of teaching and learning, the student shall have the ability to: Use multiple methods to assess and create a school district culture that recognizes diversity, including, but not limited to: a. Language; b. Disability; c. Gender; d. Race; e. ethnicity; and f. Socioeconomic status;
The standard is **MET.**

Standard (e)(2): Culture of Teaching and Learning. Use context-appropriate strategies for creating a positive school or district culture;
The standard is **MET.**

Standard (e)(3): Culture of Teaching and Learning. Use principles of effective instruction, research methods, and other resources;
The standard is **MET.**

Standard (e)(4): Culture of Teaching and Learning. Make use of and promote technology and information systems to enrich curriculum and instruction;
The standard is **NOT MET.**

Rationale: There is inadequate evidence that all candidates address this standard.

Recommendation: Develop strategies in both the course-based and PRN programs to guarantee that all candidates can make use of and promote technology and information systems to enrich curriculum and instruction.

Suggestion: ***The program should consider developing and implementing a technology strand in the course-based program and requiring related experiences in the field-based program.***

Standard (e)(5): Culture of Teaching and Learning. Develop a school profile, using qualitative and quantitative data, to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates the diverse needs of individual learners;
The standard is **NOT MET.**

Rationale: There is inadequate evidence that all candidates address this standard.

Recommendation: Develop strategies in both programs that insure that candidates can develop a school profile, using qualitative and quantitative data, to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates the diverse needs of individual learners;

Suggestion: ***The program should consider adding a curriculum development course in the course-based program. Also, the program should consider either adding a course that provides a foundation in special education or develop a strand that addresses that foundation. While the School Law course adequately addresses law as it relates to special education, the principal candidates need additional background in exceptionalities to make informed***

curriculum decisions. In the PRN program, consider developing a strategy for providing a foundation in special education.

Standard (e)(6): Culture of Teaching and Learning. Apply human development theories, learning, motivational theories, and concern for diversity to the learning process;
The standard is **MET.**

Standard (e)(7): Culture of Teaching and Learning. Profile student performance and analyze possible differences among subgroups of students along relevant characteristics such as race, ethnicity, socioeconomic status, and gender;
The standard is **MET.**

Standard (e)(8): Culture of Teaching and Learning. Promote an environment for increased student learning and achievement and promote increased professional competence of staff and self;
The standard is **MET.**

Standard (e)(9): Culture of Teaching and Learning. Design well-planned and context-appropriate professional development that focuses on student learning, consistent with the school's vision and goals; and
The standard is **MET.**

Standard (e)(10): Culture of Teaching and Learning. Develop and implement personal professional growth plans that reflect a commitment to lifelong learning.
The standard is **MET.**

Standard (f): In the area of management of the organization and operation of the school, including effective use of its resources, the student shall have the ability to:

Standard (f)(1): Management of Organization and Operation. Use knowledge of learning, teaching, student development, and organizational development to optimize learning for all students;
The standard is **MET.**

Standard (f)(2): Management of Organization and Operation. Apply appropriate models and principles of organizational development and management, including data-based decision-making with indicators of equity, effectiveness, and efficiency to optimize learning for all students;
The standard is **MET.**

Standard (f)(3): Management of Organization and Operation. Involve stakeholders in operations and setting priorities;
The standard is **MET.**

Standard (f)(4): Management of Organization and Operation. Use appropriate and effective communication and group processing skills to build consensus and resolve conflict in order to link resources to the instructional vision;

The standard is **MET.**

Standard (f)(5): Management of Organization and Operation. Model community collaboration for staff and offer opportunities for staff to develop family and community collaboration skills;
The standard is **MET.**

Standard (f)(6): Management of Organization and Operation. Use problem-solving skills and knowledge of strategic, long-range operational planning for effective, efficient, and equitable resource allocation and alignment;
The standard is **MET.**

Standard (f)(7): Management of Organization and Operation. Seek new resources to facilitate learning;
The standard is **MET.**

Standard (f)(8): Management of Organization and Operation. Apply and assess current technologies for school management, business procedures, and scheduling; and
The standard is **NOT MET.**

Rationale: There is inadequate evidence that all candidates address this standard.

Recommendation: Develop strategies so that all candidates can apply and assess current technologies for school management, business procedures, and scheduling.

Suggestion: ***In the course-based program, consider developing a technology strand. In the PRN program, the program needs to enforce already stated curriculum guidelines.***

Standard (f)(9): Management of Organization and Operation. Develop and implement safe, effective, and efficient facilities planning and use.
The standard is **MET.**

Standard (g): In the area of management of the relationships with the broader community to foster learning, the student shall have the ability to:

Standard (g)(1): Relationships with Community. Apply comprehensive community relations models;
The standard is **MET.**

Standard (g)(2): Relationships with Community. Use effective marketing strategies and processes;
The standard is **MET.**

Standard (g)(3): Relationships with Community. Develop outreach programs with different religious, business, political, and service groups;
The standard is **MET.**

Standard (g)(4): Relationships with Community. Establish partnerships with business, community, government, and higher education groups;
The standard is **MET**.

Standard (g)(5): Relationships with Community. Involve stakeholders in the decision making process;
The standard is **MET.**

Standard (g)(6): Relationships with Community. Support the belief that families have the best interest of their children in mind and involve families to impact student learning positively;
The standard is **MET.**

Standard (g)(7): Relationships with Community. Collaborate with community agencies to integrate health, social, and other services;
The standard is **MET.**

Standard (g)(8): Relationships with Community. Maintain high visibility and active involvement with the community;
The standard is **MET.**

Standard (g)(9): Relationships with Community. Acknowledge individuals and groups and analyze their perspectives;
The standard is **MET.**

Standard (g)(10): Relationships with Community. Appropriately utilize community resources, including youth services, to support student achievement, solve school problems, and achieve school goals;
The standard is **MET.**

Standard (g)(11): Relationships with Community. Look for opportunities to offer school resources to serve the community and social service agencies; and
The standard is **MET.**

Standard (g)(12): Relationships with Community. Use public resources and funds appropriately and effectively to capitalize on the diversity of the school community to improve school programs and meet diverse needs of all students.
The standard is **MET.**

Standard (h): In the area of integrity, fairness, and ethics in learning, the student shall have the ability to:

Standard (h)(1): Integrity, Fairness and Ethics. Understand how one's office can be used in the service of all students and families to create a caring school community;
The standard is **MET.**

Commendation: The faculty members are to be commended for their commitment to fostering the candidates' understanding and application of this standard.

Standard (h)(2): Integrity, Fairness and Ethics. Demonstrate honesty in all professional and personal endeavors and expect honesty in others;
The standard is **MET.**

Commendation: The faculty members are to be commended for their commitment to fostering the candidates' understanding and application of this standard.

Standard (h)(3): Integrity, Fairness and Ethics. Demonstrate impartiality when dealing with members of diverse groups;
The standard is **MET.**

Standard (h)(4): Integrity, Fairness and Ethics. Demonstrate sensitivity to the diversity within the school community; and
The standard is **MET.**

Standard (h)(5): Integrity, Fairness and Ethics. Apply values and beliefs to the decision-making process so as to contribute to the common good;
The standard is **MET.**

Commendation: The faculty members are to be commended for their commitment to fostering the candidates' understanding and application of this standard.

Standard (i): In the area of the political, social, economic, legal, and cultural context of learning, the student shall have the ability to:

Standard (i)(1): Political, Social, Economic, Legal and Cultural Context. Know the impact that political and policy-making decisions have on teaching and learning;
The standard is **MET.**

Standard (i)(2): Political, Social, Economic, Legal and Cultural Context. Know how the social fabric of the larger community influences the educational enterprise;
The standard is **MET.**

Standard (i)(3): Political, Social, Economic, Legal and Cultural Context. Understand the impact of economic conditions on the availability of resources and on teaching and learning;
The standard is **MET.**

Standard (i)(4): Political, Social, Economic, Legal and Cultural Context. Understand the importance of operating the school within the law and how the law can be used to promote the success of all students; and
The standard is **MET.**

Standard (i)(5): Political, Social, Economic, Legal and Cultural Context. Know and understand the cultural context of the larger community and be able to use this knowledge to develop activities and policies that benefit students and their families.
The standard is **MET.**

General Commendations: The faculty members are to be commended for the development and adoption of the unique field-based program known as the Principals Residency Network (PRN). The program's philosophy and approach may prove to be a particularly sound way to prepare visionary and reflective school leaders. The faculty members are to be commended for their commitment to fostering the candidates' traits of moral courage and advocacy. The faculty members are also to be commended for utilizing portfolio assessment for both the course-based and PRN programs.

General Suggestions: ***Place a disclaimer in PRN handbook that recognizes that additional time, field experience, readings and possibly coursework might be needed beyond the one year June to June timeframe if the mentor (site supervisor) and project director (college representative) in consultation with the candidate find that the goals of the learning plan ("opportunities needed") have yet to be satisfied. Such a disclaimer is consistent with the program's design principle "Learning through Experience is not inevitable."***

The basic philosophy and format of the PRN program are clearly stated in the current handbook. Continue to develop materials in support of the program. Possible items would be: Additional orientation materials for mentors. For example, the first version of the Leadership Learning Plan is heavily based on a candidate's self-disclosure; the integrity of the program relies heavily on additional permutations of the plan that are developed in consultation with the mentor. A more detailed description of the review process could be helpful for the mentor.

Explicit criteria for mentor selection should be developed and used.

A more detailed account of the content of the monthly meeting is suggested. It may not be enough to say "…it is difficult to get deep and thorough training in school law, budgeting, and special education issues, making these areas ripe for attention during monthly gatherings."

Further guidelines to help candidates create meaningful portfolios are needed.

In the course-based program, develop materials that clearly describe how cross-course content is infused. These strands might include areas such as technology, inclusionary practices or diversity.

In the course-based program, establish a syllabus format for all courses. For example, some syllabi have essential questions while others do not. Consider explicitly linking course objectives to the ISLLC standards.

For both the course-based and field-based programs, content analysis of the candidates' portfolios could provide rich data for program improvement. This data could supplement the more traditional approaches to program assessment such as course evaluations, post-graduation surveys, exit interviews and so forth.

Consider doing research that compares the effectiveness of the course-based program versus the field-based program in preparing the "successful" principal. You may find a doctoral student who would be interested in using this topic for his/her dissertation.

APPROVAL RECOMMENDATIONS

The visiting committee recommends to the New Hampshire Council for Teacher Education that the following programs be granted full five-year approval, until August 31, 2010.

Programs leading to initial certification

- Biology
- Computer technology education
- Early childhood education
- Elementary education
- English education
- General Science education
- General special education – Programs for Children with Disabilities
- Mathematics education – middle school (5-8)
- Mathematics education - secondary school (7-12)
- Physical education
- Social studies education

Programs leading to certification in a specialty area

- School guidance counselor
- School principal

The visiting committee recommends to the Council for Teacher Education that the following programs be granted three-year conditional approval, until August 31, 2008. The college should provide the Council with program updates by March 15, 2008.

- Earth-Space science
- Physical science
- Chemistry

The visiting committee recommends to the Council for Teacher Education that the following programs be granted one-year conditional approval until August 31, 2006. It is further recommended that the Council provide technical assistance to the college in these areas in order to help the programs make needed improvements. The college should provide the Council with program updates by March 15, 2006.

- Modern languages – French and Spanish
- Music education

The visiting committee recommends to the New Hampshire Council for Teacher Education that Keene State College submit an Improvement Plan to the NHDOE by March 15, 2007. This report will constitute Component III of the Performance Based Educator Preparation Process. Guidance for developing the plan will be provided by the DOE.