

**Program Report for the  
Preparation of Elementary School Teachers  
Association for Childhood Education International (ACEI)**

**NATIONAL COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION**

**COVER SHEET**

**Institution:** Keene State College

**State:** New Hampshire

**Date Submitted:** September 15, 2008

**Name of Preparer:** Dr. Shirley McLoughlin, Dr. Pru Cuper

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**Program documented in this report:**

**Name of Institution's Program(s):** Elementary Education

**Grade levels for which candidates are being prepared:** K – 8

**Degree of Award Level:** Bachelor of Science

**Is this program offered at more than one site?** No

**Title of the state license for which candidates are prepared:**

New Hampshire Elementary Education Teaching License

**Program report status:** Response to a Not Recognized Decision

**State licensure requirement for national recognition:**

NCATE requires 80% of the program completers who have taken the test to pass applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test? Yes

## SECTION 1 CONTEXT

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

See original report.

### **2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)**

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

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

### **3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)**

See original report.

### **4. Description of the relationship of the program to the unit's conceptual framework.**

See original report.

Addition to Section 1, Attachment 1

**EDUC-321-01 Elementary Methods I – 8 credits**

**Catalog Description**

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

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

**5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system.**

See original report.

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

See original report. We are still phasing out some of these courses, but they are all being offered at present. The data we are including is from students who started in the original ESEC program. There is a small amount of data from thirteen students who started in the ESEC program, but they are our first group to finish the program in the new EDUC curriculum, and have taken many of the ESEC courses as core courses until they started Methods 1, EDUC 321.

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

See original report

**8. Candidate Information**

**Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g.,**

baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

### Elementary Education

| Academic Year | # of Candidates Enrolled in Program | # of Program Completers |
|---------------|-------------------------------------|-------------------------|
| 2005-2006     | 210                                 | 101                     |
| 2006-2007     | 167                                 | 121                     |
| 2007-2008*    | 175                                 | 181                     |

\* Higher number of completers probably indicates candidates who did not complete the prior year choosing to complete this year.

(4) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

## 9. Faculty Information

**Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.**

See original report.

Add the following faculty:

**Name :** Shirley Wade McLoughlin

**Degree:** Ph.D. In Administration/Educational Leadership

**Assignment:** Assistant Professor/faculty/ tenure track

**Scholarship, Book Chapter:**

McLoughlin, S. (2008). "Teaching about race: A White woman's perspective" in *Voices from the field*, ed. by Terrell, R. & Heuberger, B., New York: Sage.

**Book:**

McLoughlin, S. (2008). *A pedagogy of the blues*. Series Eds. Kincheloe, J., Steinberg, S. Taipei: Sense Publishers.

**Leadership in Professional Associations and Service:** Annual Conference proposal reviewer, American Educational Research, Presented Papers at AERA 2006, 2007, 2008. Association Reviewer (AERA), Division B, Curriculum Studies 2007

Editorial Board; New Hampshire Journal of Education 2007

AERA Reviewer

Taught 8 years in kindergarten, 1 year as a music teacher, grades K-8, 2 years second grade.

**Name:** Judith G. Lister

**Degree:** Ed.D., Human Services/Applied Behavioral Science, Early Childhood Program, University of Massachusetts/Amherst

**Leadership in Professional Associations and Service:** Development of PATH Program;

Design & instruction of the course 'The Circle of Life'

*The Reina Trust Building Certification Program* and application of material into KSC courses

*Emotional Intelligence: MSCEIT Certification Program* and application of material into KSC courses

FEAC

Sabbatical Committee

KSC Critical Incident Support Team (inclusive of three training workshops)

Supervision of Elementary Methods students in grades 1-6

Elementary School Teacher – 9 years