1. Description of any state or institutional policies that may influence the application of ACEI Standards.

Elementary Education is a certification option within the combined Elementary, Early Childhood, Special Education (ESEC) program at Keene State College. This option prepares candidates for New Hampshire State Department of Education Elementary Education certification (K-8). New Hampshire is not a partnership state with NCATE and does not require meeting ACEI Standards for state accreditation. In the spring of 2005, New Hampshire implemented a PRAXIS II requirement for public school teachers to meet Highly Qualified Teacher status and the exam became a condition for employment for newly certified teachers. At present, graduates from our program seeking employment in a K-8 public school setting in New Hampshire must take the PRAXIS II Elementary Education Content Knowledge exam. As of July 1, 2006, the PRAXIS II Elementary Education Content Knowledge exam became a requirement for Elementary Education teacher certification in New Hampshire. The Teacher Education programs at Keene State College were reviewed in June of 2005 by the NH Council of Teacher Education and approved for six years.

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 candidate teaching or internships.

To promote high academic, personal, and professional standards, and demonstrate the acquisition of skills, knowledge and dispositions of aspiring teachers, there is a clear developmental progression of coursework and field experiences in the teacher preparation program for elementary certification candidates. This progression of coursework and field experiences provides continuous opportunity for candidates to experience a spiral of theory-into-practice and personal and professional identity development. Candidates take required general education courses to strengthen content knowledge in English language arts (ACEI Standard 2.1), Science (ACEI Standard 2.2), Mathematics (ACEI Standard 2.3) and Social Studies (ACEI Standard 2.4) for their field experiences. In addition, courses taken for their second major support further development of content knowledge for elementary school teachers. This developmental progression of courses and field experiences is articulated in the following manner:

Educational Foundations: The first three Education courses (ESEC 100, ESEC 150, and ESEC 250) orient candidates to the field of education and to the complexity of teaching and learning with typical and atypical learners.

Course Title	Field Experience
Introduction to Teaching (1 credit)	None required
Development, Exceptionality, Learning I & II (6 credits)	Service Learning project requires 20 hours participation with children in educational settings and journal reflections that include theory-to-practice analysis; additional focused observations of classrooms are also required.

Educational Theory and Application: Once engaged in field experiences that are more specific to elementary education (ESEC 281, ESEC 320, ESEC 383/386 and ESEC 387), educational theory is learned and applied to classroom settings. As candidates progress through the program, they participate in more concentrated field-based experiences that place responsibility for planning and preparation, classroom environment, instruction and professionalism in a supervised environment. In addition to these pre-professional experiences, candidates are encouraged to seek professional experiences through part-time school year and summer employment—possibly serving as substitute teachers and/or school volunteers.

Course Title	Field Experience
(ESEC 281) Emerging and Evolving Literacy (3 credits)	Service Learning project requires 20 hours participation with children in educational settings with follow-up journal reflections; additional focused observations of classrooms required
(ESEC 320 Educational Environments and Practices (3 credits)	None required; some sections complete a "Festival of Learning" project, which involves a partner classroom. Candidates interview teachers and assess settings, plan and implement a mini-lesson, and reflect on teaching experiences (10 hrs).
(ESEC 383/386) Elementary Methods & Field Experience (9 credits)	Students complete 14 weeks of combined college-based and field-based work. A minimum of 10 hours per week is spent in an elementary (K-6) classroom setting.
(ESEC 387) Creating Social Contexts for Learning (3 credits)	Taken concurrent with Elementary Education Methods and Field Experience; candidates use their Methods Field Experience site for related work and exploration of varied approaches to classroom management

 Culminating Experience: Candidates at this juncture in their teacher preparation program participate in a field-based experience in an elementary school classroom. Through direct experience, they learn about the characteristics of learners, the dynamics of the classroom environment and the instructional strategies appropriate for elementary education. Candidates strengthen their skills in the areas of differentiated child guidance, classroom management, and discipline. As candidates progress through the program, they participate in more concentrated field-based experiences that place responsibility for planning and preparation, classroom environment, instruction and professionalism in a supervised environment. In addition to these pre-professional experiences, candidates are encouraged to seek professional experiences through part-time school year and summer employment—possibly serving as substitute teachers and/or school volunteers during college breaks.

Course Title	Field Experience
Culminating Experience *Student Teaching* (12 credits)	Candidates complete 14 weeks of full-time student teaching (approximately 500 hours) in a primary grade setting (K-3) or an intermediate grade setting (4-6). Selection of setting is based on candidates' prior (Methods) placement so that each candidate has the opportunity to work at both the primary and intermediate levels.
Seminar: Educational Principles (3 credits)	Concurrent with Student Teaching; involves action research in student teaching classrooms; workshop attendance; portfolio development and teaching of specific lessons in the areas of P.E. and integration of the arts.

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.

Admission to Teacher Education
- Complete Educational Foundations Courses (ESEC 100. ESEC 150, ESEC 250) with a grade of C or better.
- Complete 36 credits (for transfers, at least 12 at Keene State College)
- Meet grade point requirements (2.5 or higher overall cum)
- Achieve PRAXIS I scores at or above NH state standards
- Select certification option and content major
- Submit personal reference

Admissions to Methods
- Overall GPA of 2.5
- GPA of 2.5 in ESEC courses
- GPA of 2.5 in second major courses
- C or better in all ESEC courses
- Self-Assessment of Professional Dispositions
- Declaration of Major
- Completion of Math 171 and Math 172

Admissions to Student Teaching
The semester prior to the planned Student Teaching semester, candidates seeking Elementary Education certification, must complete an Application for Student Teaching. Certification requirements and standards for retention and acceptance for Student Teaching are as follows:
- Completed at least 90 credits
- All coursework related to the Elementary Education certification option must be completed prior to Student Teaching (ESEC 450/460)
- 2.5 or higher overall cumulative GPA.

- No grade lower than a C in elementary education certification option courses
- 2.5 or higher GPA in elementary certification option courses
- 2.5 or higher GPA in the content major courses

As part of the application process, Student Affairs records are checked, and a Criminal Records check is completed through the NH State Police Department and the FBI. This is required by the State of New Hampshire.

Exit

During student teaching, candidates complete the forms to apply for NH State Certification for Elementary Education. To be recommended for certification in Elementary Education candidates must:
- Successfully pass Student Teaching which is pass/fail
- Successfully pass ESEC 450 which is a graded seminar that is taken concurrently with Student Teaching and must be completed with a C or better
- Successful completion of all academic program requirements
- Clearance from college for graduation

Recommendation for certification rests with the Director of Teacher Education and Graduate Studies.

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

The KSC Teacher Education mission is to graduate professionals in the field of education who will be advocates for social justice and equity, who possess intellectual and personal integrity, and who are responsive to the needs of candidates in a changing, multicultural world. We expect our graduates to:
- Explore the dynamic nature of the teaching and learning process
- Demonstrate professional and ethical behaviors by meeting high expectations and standards
- Understand the world from multiple perspectives
- Contribute to a just and equitable world

To guide and evaluate candidates in the field placements, the Teacher Education program has adopted Charlotte Danielson's (1996) model for assessment of future teachers, taken from: *Enhancing professional practice: A framework for teaching.* This framework closely aligns with the New Hampshire Elementary Certification standards and the ACEI standards as shown by the Danielson and ACEI chart below:

KSC Danielson /ACEI Standards Framework
for Fieldwork, Observations and Evaluations

PLANNING AND PREPARATION	NI	ME	EE	N/A
Demonstrates knowledge of content/prior knowledge **(ACEI Standards: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8)**				
Demonstrates knowledge of content related pedagogy **(ACEI Standards: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8)**				

Demonstrates knowledge of characteristics of age group **(ACEI Standard: 1)**				
Demonstrates knowledge of students learning styles, knowledge, skills, background, interests **(ACEI Standards: 1,3.1,3.2, 3.4, 5.3)**				
Selects appropriate instructional goals **(ACEI Standards: 3.1, 3.2, 3.3, 3.4, 3.5)**				
Demonstrates knowledge of resources **(ACEI Standards: 2.1 – 2.8)**				
Develops coherent lessons **(ACEI Standards: 3.1, 3.2, 3.3, 3.4, 3.5)**				
Designs units with coherent structure **(ACEI Standards: 3.1, 3.2, 3.3, 3.4, 3.5)**				
Assessment matches instructional goals **(ACEI Standard: 4)**				
Assessment of student performance is used for planning **(ACEI Standard: 4)**				
Displays evidence of good reading skills **(ACEI Standard: 2.1)**				
Writes effectively: Spelling/punctuation/grammar Content/expression/organization **(ACEI Standards: 2.1, 5.1)**				
CLASSROOM ENVIRONMENT				
Creates an environment of respect and rapport **(ACEI Standards: 3.4; 3.5, 5.3, 5.4)**				
Has rapport with students **(ACEI Standards: 3.4, 3.5, 4, 5.3, 5.4)**				
Holds high expectations **(ACEI Standards: 3.1, 3.2, 3.3, 3.4, 3.5, 4, 5.3)**				
Manages groups effectively **(ACEI Standards: 3.1, 3.2, 3.4)**				
Manages transitions effectively **(ACEI Standards: 3.2, 3.5)**				
Manages classroom procedures effectively **(ACEI Standard: 5.1)**				
Uses positive management strategies **(ACEI Standards: 3.2, 3.4, 4, 5.1, 5.2)**				
Responds consistently to misbehavior **(ACEI standards:3.2, 3.4, 3.5, 4, 5.1, 5.2, 5.3)**				
Organizes & uses space & materials well **(ACEI Standards: 3.1, 3.2, 3.3, 3.4, 5.1, 5.2)**				
INSTRUCTION	**NI**	**ME**	**EE**	**N/A**
Gives clear directions **(ACEI Standards: 3.1, 3.2, 3.2, 3.3, 3.4, 3.5, 4, 5.1, 5.2)**				
Uses oral and written language effectively **(ACEI Standards: 2.1, 5.1)**				
Uses effective questioning and discussion techniques to encourage student participation **(ACEI Standards: 3.1, 3.2, 3.3, 3.4, 3.5, 4, 5.2)**				
Represents content accurately **(ACEI Standards: 2.1 – 2.8, 3.1, 3.2, 3.3, 3.4, 3.5)**				
Provides activities and assignments that				

engage students in learning **(ACEI Standard: 3.4)**				
Groups students effectively **(ACEI Standards :1, 3.4, 4, 5.2)**				
Uses appropriate materials/resources **(ACEI Standards: 2.1 – 2.8, 5.3, 5.4)**				
Pacing and structure of lessons are effective **(ACEI Standards: 3.1, 3.2, 3.3, 3.4, 3.5, 4, 5.2)**				
Provides accurate, constructive, timely feedback to students **(ACEI Standards: 3.3, 3.4, 3.4)**				
Demonstrates flexibility and responsiveness in teaching **(ACEI Standards: 5.1, 5.2, 5.3, 5.4)**				
PROFESSIONAL RESPONSIBILITIES				
Shows motivation and initiative **(ACEI Standards: 5.1, 5.2)**				
Shows enthusiasm and a positive attitude **(ACEI Standards: 5.1, 5.2)**				
Demonstrates ability to assess the effectiveness of lessons and reflect on teaching **(ACEI Standard: 5.2)**				
Documents student learning **(ACEI Standards: 4, 5.1, 5.2)**				
Uses feedback for professional growth **(ACEI Standards: 5.1, 5.2)**				
Communicates with families **(ACEI Standard: 5.3)**				
Establishes a cooperative relationship with classroom teachers and other colleagues **(ACEI Standards: 3.4, 3.5, 5.3, 5.4)**				
Completes assignments on time **(ACEI Standard: 5.1)**				
Arrives promptly and prepared **(ACEI Standard: 5.1)**				
Takes responsibility for placement attendance **(ACEI Standard: 5.1)**				
Presents a professional appearance & presents self appropriately (dress, language, hygiene) **(ACEI Standard: 5.2)**				

*ME=meeting expectations; EE=exceeding expectations; NI=needs improvement; NA=not applicable or not observed

The Danielson framework is used by site supervisors during classroom teaching observations as well as mid-term and final evaluations. Candidates are required to use this framework as part of their own self-evaluation process throughout the Methods and student teaching experiences. The teaching domains, **planning and preparation, classroom environment, instruction and professional responsibilities** are embedded into the course goals and objectives for all field placements.

The Elementary Education program is aligned with the unit conceptual framework through the sequence of courses taken that explore teaching, learning, exceptionality, and diversity; through experiences and professional expectations in school and service

learning settings and our commitment to advocacy for all children, families and communities, and the field of elementary education. Because we utilize the Danielson framework at the Methods and student teaching levels, we recommend that students organize their professional portfolios around the four Danielson domains.

Our philosophy at Keene State College is that Elementary Education educators need to:
- Understand and experience working with children throughout the continuum of ages in K-8th grade
- Build knowledge of curriculum and child guidance under the tutelage of Master Teachers in both a primary (K-3) and an intermediate (4-6) public school classroom.

The Elementary Education program utilizes an "ecological" framework (taken from the work of Urie Bronfenbrenner) that emphasizes the importance of family, community, society, and culture on individual development. We introduce important theorists, such as Jean Piaget, Erik Erikson, Lev Vygotsky, and moral development theories (e.g. Lawrence Kohlberg and Carol Gilligan), as well as contemporary elementary education approaches to instruction, such as constructivism, emergent curriculum, multicultural curriculum and differentiated instruction. In addition to aligning our program with the ACEI standards, we look at state and national standards affecting public school educational outcomes, including the NH Department of Education Curriculum Frameworks and Grade Level Expectations, state testing programs such as New England Common Assessment Program (NECAP), the Measure of Academic Progress (MAP), and No Child Left Behind (NCLB). We expect our graduates to:
- Be fully versed in child development knowledge from multiple perspectives
- Respect the role of families and build family and community partnerships
- Use observation as a tool for documenting and assessing the diversity of student progress
- Develop skills as a teacher that foster developmentally appropriate curriculum for all children
- Achieve high professional standards and contribute to improving early childhood education for all children.

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.
The Elementary Education program has developed program assessments that are based on the ACEI standards, in addition to meshing with the unit assessment and tracking system for admission to teacher education and student teaching. The entire unit follows the Danielson model for the Methods and student teaching evaluations, so our Assessment #4 is also a unit assessment. In addition, the unit conducts follow-up employment surveys and reports the data program-by-program.