Program Report for the Initial Preparation of Middle Level Educators
National Middle School Association (NMSA)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name
   Delaware State University

2. State
   Delaware

3. Date submitted
   MM  DD  YYYY
   03  /  12  /  2010

4. Report Preparer's Information:
   Name of Preparer:
   Rebecca Fox-Lykens
   Phone:  Ext.
   (302) 857-6140
   E-mail: rlykens@desu.edu

5. NCATE Coordinator's Information:
   Name:
   Rebecca Fox-Lykens
   Phone:  Ext.
   (302) 857-6140
   E-mail: rlykens@desu.edu

6. Name of institution's program
   Middle Level Education

7. NCATE Category
   Middle School Education
8. Grade levels\(^{(1)}\) for which candidates are being prepared

| Middle Level Grades 5-8 |

(1) e.g. Early Childhood; Elementary K-6

9. Program Type

- Advanced Teaching
- First teaching license
- Other School Personnel
- Unspecified

10. Degree or award level

- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

11. Is this program offered at more than one site?

- Yes
- No

12. If your answer is "yes" to above question, list the sites at which the program is offered


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

| Middle Level Initial License |

14. Program report status:

- Initial Review
- Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
- Response to National Recognition With Conditions

15. State Licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?
Founded in 1891 as the State College for Colored Students, Delaware State University (DSU) takes pride in its heritage as one of America’s first land-grant and historically black institutions of higher learning that has evolved into a fully accredited and diverse university. Today, Delaware State University has 64 undergraduate degree, 21 graduate degree and two doctoral programs. The educational activity of DSU extends beyond the 400 acre campus located in Delaware’s capital city to include two satellite campuses in Wilmington and Georgetown, Delaware and international partnerships that brings students, faculty and researchers from all over the world to share their culture and academic gifts. Additionally, Delaware State University's International studies programs provide students with opportunities to study abroad in Africa, Latin America and Europe.

The University was fully accredited by Middle States Association of Colleges and Schools in April of 1957. This accreditation was reaffirmed by Middle States Association in 1962, 1972, 1982, 1987, 1992 and 2002. Concurrently, the College of Education achieved and maintained accreditation of its teacher education programs by the National Council for Accreditation of Teacher Education Programs and the Delaware State Board of Education. The Middle Level Education Program was developed and received approval in 1997. It received NCATE approval in 1998 when the then School of Education and Professional Studies underwent NCATE review. In 2001, the Middle Level Program received NASDTEC program approval.

The College’s mission statement is derived from the DSU Vision Statement and is the foundation of the College’s conceptual framework. It establishes the vision and sets the direction for all related processes and activities. The College mission is to be the leader in providing educational programs that address the professional challenges of P-12 educators, leaders, and counselors by providing them with an integrated experience of character, scholarship, and leadership development.

It is the expectation of the College that all Professional Teacher Education programs incorporate the Delaware Teaching Standards into program courses and experiences. As a result they are required to be included in field experience observation instruments, assessment rubrics, program and field experience handbooks, and other materials as required.

The Middle Level curriculum underwent major curriculum changes in 2009 due to the university's adoption of policy regarding the number of credit hours necessary for attainment of a Bachelor's Degree and PEU's assessment. The University required programs to restructure curriculum to be between 121-128 semester hours for attainment of a Bachelor's Degree. The Middle Level curriculum was 130 hours with an additional 15-20 hours in content coursework. The curriculum changes reduced the number of semester hours to 121.

In 2007 the State of Delaware, Office of Teacher Certification, made changes to the credentialing of Middle Level Teachers. Middle Level Certificates were only required in the areas of Math and Science with the grade range being grades 5-8. Currently, the state now requires Middle Level certification in all content areas (Math, Science, English, Social Studies), however, the grade range is grades 6-8. Elementary and Secondary certificates overlap in Delaware. Elementary certificates are valid in grades K-6 and Secondary certificates are required for grades 9-12, however, they are valid in grades 6-8. For
those planning on teaching in Delaware a Middle Level certificate is not really necessary. If they want to teach grades 5-6, they can earn an Elementary Certificate and if they want to teach grades 7-8, they can complete a Secondary content degree. Because DSU currently enrolls 51% of its students from out of state, it is necessary to keep the current structure of our Middle Level Program, Grades 5-8.

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)

Clinical field experiences begin during the students' first year in the program and continue throughout the program. Mentoring, observation and evaluation of candidates in field placements are shared responsibility between university faculty and cooperating teachers.

Throughout the progression of the Middle Level Program’s coursework, field and clinical experiences play a vital role that grows in intensity and duration each year. These experiences serve to strengthen the connection between theory and practice in four distinct phases. They are integrated throughout the professional and specialty components of the program. Each phase increases the students’ role in the classroom moving them from observer an anecdotal record taker to limited engagement and eventually, intern teaching.

The College of Education believes that field and clinical experiences judicially metered throughout the Professional Teacher Education program expand and strengthen the candidate’s skills, understanding and preparation for the real world of school.

There are four phases to field experience at DSU: Phase 1 - observation, Phase 2 - observation with minimal participation, Phase 3 - practica, and Phase 4 - student teaching. Students will participate in each phase and have a variety of experiences at different age levels within diverse populations of students.

Middle Level Teacher Candidates are required to complete the following clinical experiences:

Phase 1: Early field experience begins in the first year of the program and continues throughout the educational program to ensure a prolonged engagement with school sites. In the first phase, observation and record taking takes precedence over interaction with students. The candidates’ participation and field assignments are determined by the course instructor and the cooperating teacher. A total of 10 hours is required for Phase 1.

Phase 2: In this phase the Middle Level candidate’s increases their level of involvement with the teacher and the class. They are not only engaged in observation but they interact with students by working with individual students and small groups. In addition to the experience afforded in the first phase, their exposure is incrementally increased to diverse populations of students in a variety of settings. As in the first phase, the level of interaction is determined by the course instructor and the cooperating teacher. A total of 20 hours is required for Phase 2.

Phase 3: This phase further deepens the Middle Level candidates’ exposure to the classroom and provides the opportunity for them to practice and assess skills and techniques essential for effective teaching. Further, development of meta-cognitive reflection, problem-solving and critical thinking skills is apparent with Phase 3 practica assignments. Candidates first formal teaching observation occurs during this phase as candidates are required to develop daily lesson plans and engage in teaching. Experiences can include working one-on-one with students or small or whole group instruction. Course instructors are required to closely supervise students in this phase and preliminary teaching observation
evaluations are part of the course grade for courses that include Phase 3 practica. A total of 60 hours is required for Phase 3.

Phase 4: The final phase is the student teaching experience and is the capstone of the program. This experience enables the Professional Teacher Education candidate at exit level to demonstrate their level of competency. Each candidate must show competency in four major areas: Lesson planning and delivery, classroom management, monitoring and assessment of learning and interaction with students/teachers/peers. Each candidate must successfully develop and provide a Teacher Work Sample (TWS) portfolio to be assessed by 2 education faculty before exiting the program. In addition to the TWS, a total of 4 Classroom Performance Evaluations must be satisfactory upon completion of student teaching. A total of 200 hours is required for Phase 4. Middle Level candidates are required to have coursework in 2 content areas but minimally, must student teach in only one area. PRAXIS II must be passed before Middle Level candidates can complete student teaching. If candidates take two PRAXIS II exams, one in each of their content areas then they will have 2 placements and be evaluated a minimal of 2 times in each placement, however if they only take one PRAXIS II exam then they only receive one student teaching placement. This is done as the result of how Middle Level candidates are certified in Delaware. Delaware requires a Middle Level teacher to only pass one content area PRAXIS II Exam. They will issue a certificate for 2 content areas with only one area being "highly qualified", the one that PRAXIS II was passed in. If candidates take 2 PRAXIS II exams then they will be "highly qualified" in both areas.

Classroom teachers that aide in the development of the candidates' teaching skills by participating in an clinical field experience phase are selected and trained by the Office of Clinical Field Experiences.

### 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)

Candidates for admission to the Professional Teacher Education Program must meet preconditions, a-d, listed below. Upon demonstration of successful completion of each element, each candidate is interviewed by a panel of faculty members from the Professional Education Unit (PEU), who rate the candidate in specific areas.

**Teacher Education Program Admission Criteria:**

a. File an application for admission into the Professional Education Unit by October 1st or March 1st.
b. Must have a cumulative grade point average of 2.5 or higher on a 4.0 scale. The applicant must have earned a grade of "C" or better in the following courses: English 101, 102, 200, 201 and 202 or 205 and 206; Mathematics 105 and 106 or the appropriate mathematics in the content area. The applicant must have completed or be completing 45 semester hours of college credit at the time of application.
c. All students (including transfer and certification students) are required to take and meet Delaware's passing score for each section of the PRAXIS I (PPST) exam as a prerequisite for admission to the Teacher Education Program. If unsuccessful in taking the PRAXIS I Skills Test, students must meet with their academic advisor to enroll in the TEP Success Plan for Passing PRAXIS I. Content teacher education majors must submit copy of scores to the respective department chairs.
d. All students who wish to enter the Teacher Education Program must be interviewed prior to admission by a panel of faculty members from the Professional Education Unit and present a working portfolio. The panel shall include at least one member from the student's major area of certification. Students may apply for admission to the Teacher Education Program only twice. Students who are denied admission to the Teacher Education Program on the first try, may apply the following semester if all requirements have been met.
Retention in Teacher Education Program
Teacher Education majors are required to maintain a GPA of 2.5 or better in order to continue in the program. All Professional Education and content specific courses must be passed with a grade of “C” or better. Satisfactory dispositional evaluations by course instructors and clinical field experience cooperating teachers must be maintained through out the program.

Student Teaching Admissions Criteria:
1. Senior status – Students must have Senior status or above.
2. Grade Point Average – Students must have a cumulative minimum grade point average of 2.5 of 4.0 and a “C” or better in all professional education and content specific courses.
3. Must meet the State of Delaware’s PRAXIS II cut-scores in the specific area of Middle Level content prior to student teaching.
4. Curriculum Audit– Students must submit a senior status curriculum audit, signed by the major advisor and department chair, to the Records Office. All courses listed on the curriculum sheet must be completed prior to student teaching.
5. Pass a criminal background check.

Student Teaching Exit Criteria:
Successful exit from the Middle Level Education Program requires the successful completion of student teaching and multiple assessments, each designed to determine the degree to which students have met the following:
• Proficiency in two content areas
• Professional dispositions
• Proficiency in a broad spectrum of instructional knowledge and skills needed to teach effectively in a diverse society.
• Understand that teaching is a dynamic process which involves reflective practice
• Effectively communicate with students, parents, colleagues and major stakeholders
Demonstrated competencies in these areas are assessed by:
1. Achieving nominal standards on the Teacher Work Sample.
2. Achieving satisfactory or higher rating on all student teaching evaluations.

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

This program's conceptual framework is situated within the major competencies that Middle Level Education graduates are prepared to demonstrate and are as follows:

A. Planning and implementing instruction
B. Utilizing effective interpersonal skills and multicultural dispositions
C. Knowledge of specific professional expectations of a teacher’s role in schools, incorporating best practices of teaching and learning while balancing the developmental characteristics of early adolescents with the characteristics and expectations of society
D. Developing and implementing interdisciplinary curricular themes

These competencies are directly related to the PEU’s conceptual framework in theory and practice. The conceptual framework of the PEU is articulated in its theme “Effective Teaching within a Diverse Population for the Twenty-First Century”. The framework’s foundation was established from the University’s mission and goals and the PEU’s standards. The standards address teacher candidate’s competence in six areas:
1. Awareness of diversity issues that impact teaching and learning.
2. Use of effective interpersonal communication.
3. Meaningful reflection in their practice.
4. Use of effective teaching and assessment strategies in order to provide meaningful learning experiences and monitor learning with an emphasis on adjusting teaching strategies and/or materials to improve student learning.
5. Proficiency in the content area and use of appropriate teaching methodologies.
6. Technological literacy as it applies to content area and teaching.

Direct links from the program's conceptual framework to the unit's framework can be seen below:

A. Planning and implementing instruction - 4. Use of effective teaching and assessment strategies in order to provide meaningful learning experiences and monitor learning with an emphasis on adjusting teaching strategies and/or materials to improve student learning.

B. Utilizing effective interpersonal skills and multicultural dispositions - 1. Awareness of diversity issues that impact teaching and learning.

C. Knowledge of specific professional expectations of a teacher’s role in schools, incorporating best practices of teaching and learning while balancing the developmental characteristics of early adolescents with the characteristics and expectations of society - 3. Meaningful reflection in their practice and 5. Proficiency in the content area and use of appropriate teaching methodologies and 6. Technological literacy as it applies to content area and teaching

D. Developing and implementing interdisciplinary curricular themes - 4. Use of effective teaching and assessment strategies in order to provide meaningful learning experiences and monitor learning with an emphasis on adjusting teaching strategies and/or materials to improve student learning and 5. Proficiency in the content area and use of appropriate teaching methodologies.

Both of these conceptual frameworks are used as the catalyst for the programmatic, instructional and assessment decision-making in the Middle Level Program.

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5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system\(^{(3)}\). (Response limited to 4,000 characters)

The key assessments used in the Middle Level program are directly linked to the unit's assessments in the following manner:

PRAXIS II Exam - Unit and program's assessment for content competency; directly linked to PEU Standard "C" - Proficiency in Content Area and NMSA Standard 4.
Course Grades - Program's assessment of NMSA Standards 1, 2 and 5; directly linked to PEU Standards "D", "C" and "T", Awareness of Diversity Issues that Impact Teaching, Proficiency in Content Area and use of Appropriate Teaching Methods, Use of Technology.
Lesson Plans - Unit and program's assessment (NMSA Standards 1, 3 and 4) for demonstrating competency in planning instruction; directly linked to PEU Standard "D", "C", "R" - Awareness of Diversity Issues that Impact Teaching, Proficiency in Content Area and use of Appropriate Teaching Methods, Use of Reflection in Professional Practice
Unit Plans - Unit and program's assessment(NMSA 1, 3 and 4) for demonstrating competency in
6. A program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

| Program: Middle Level Education Curriculum Jan072009.xls | Middle Level Concentration Form Nov 2008.xls |

See Attachments panel below.

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

8. Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

<table>
<thead>
<tr>
<th>Program: Middle Level Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year</td>
</tr>
<tr>
<td>----------------</td>
</tr>
</tbody>
</table>

(3) This response should clarify how the key accessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.
9. Faculty Information

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

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Rebecca Fox-Lykens</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>Ed.D., Educational Innovation and Leadership, Wilmington University, Georgetown, DE</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Associate Professor - teaching one Middle Level course and one core class (12-357), total teaching 6 semester hours (2 courses) Director - Center for Teaching and Learning - Faculty Development Program Coordinator - Middle Level Teacher Education</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Tenure Track Associate Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Scholarship, Leadership in Professional Associations, and Service</td>
<td>Serves the State of Delaware's Cluster Approval Professional Development Committee for teachers by approving and reviewing requests for issuing Professional Development credits for various professional activities. Director of the Center for Teaching and Learning - faculty development office for University faculty Co-Chair of Middle States Commission on Higher Education Steering Committee for the university.</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools</td>
<td>Current State of DE Teaching Licenses: Biology Grades 7-12 Physical Science Grades 7-12 School Leader I and II P-12 Teaching experience - 10 years (1987-97) Teacher Quality and Research Specialist - Greenville County School District, South Carolina 2004-2007</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Anthony Owusu-Ansah, Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>Ph.D., Curriculum and Instruction, Ohio University, Athens, Ohio</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Early Field Experience Coordinator/Associate Professor - Supervises clinical field experiences and teaches Middle Level courses</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Tenure Track Associate Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Scholarship, Leadership in Professional Associations, and Service</td>
<td>Owusu-Ansah, A. (2007). Heuristic Research: An Internal Search for Meaning and Truth. Paper presented at the 19th Ethnographic &amp; Qualitative Research in Education (EQRE) Conference, Cedarville University, Ohio Assistant Professor of Education, Spaulding University Louisville, Kentucky - taught graduate and undergraduate teacher education majors; focus Human Development, Educational Psychology 2010 Award recipient of Delaware State University Center for Teaching and Learning mini-grant; Research focus is clinical experiences of Middle Level Teacher Candidates.</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools</td>
<td>1971-1997 English Teacher; Grades 7-12 1999-2009 College of Education Faculty; Teacher Preparation Programs</td>
</tr>
</tbody>
</table>
**SECTION II - LIST OF ASSESSMENTS**

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the NMSA standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. Please provide following assessment information (Response limited to 250 characters each field)

<table>
<thead>
<tr>
<th>Type and Number of Assessment</th>
<th>Name of Assessment (12)</th>
<th>Type or Form of Assessment (13)</th>
<th>When the Assessment Is Administered (14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment #1: Licensure assessment, or other content-based assessment (required)</td>
<td>PRAXIS II</td>
<td>Comprehensive Exam, State Licensing Exam</td>
<td>Admission to Student Teaching</td>
</tr>
<tr>
<td>Assessment #2: Content knowledge in middle level childhood education (required)</td>
<td>Course Grade and GPA</td>
<td>Course Grade and GPA</td>
<td>12-208 Middle School Years, 12-332 Curriculum and Instruction in Middle School</td>
</tr>
</tbody>
</table>
### SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

1. **Middle Level Courses and Experiences.** Institutions preparing middle level teachers have courses and field experiences that specifically and directly address middle level education.

Qualified Middle Level Faculty. Institutions preparing middle level teachers employ faculty members who have middle level experience and expertise.

2. For each NMSA standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NMSA standards.

<table>
<thead>
<tr>
<th>Assessment #3: Candidate ability to plan implement appropriate teaching and learning experiences (required)</th>
<th>Lesson Plan Unit Plans Practicum Experiences</th>
<th>Lesson Plan Unit Plans Practicum Evaluation</th>
<th>During course taking 12-357 Effective Teaching Strategies and Classroom Management and Specific Content Methodology Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment #4: Student teaching or internship (required)</td>
<td>Student Teaching Evaluation</td>
<td>Classroom Observations and Teaching Evaluations</td>
<td>Student Teaching</td>
</tr>
<tr>
<td>Assessment #5: Candidate effect on student learning (required)</td>
<td>NMSA Standards Identified in Teacher Work Sample</td>
<td>Portfolio</td>
<td>Student Teaching</td>
</tr>
<tr>
<td>Assessment #6: Additional assessment that addresses NMSA standards (required)</td>
<td>Middle School Brochure (philosophy and organization of exemplary middle school)</td>
<td>Middle School Brochure Project</td>
<td>During Course Taking 12-332 Curriculum and Instruction in Middle School</td>
</tr>
<tr>
<td>Assessment #7: Additional assessment that addresses NMSA standards (optional)</td>
<td>Interdisciplinary Unit Plan</td>
<td>Project</td>
<td>During Course Taking 12-332 Curriculum and Instruction in Middle School</td>
</tr>
<tr>
<td>Assessment #8: Additional assessment that addresses NMSA standards (optional)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(12) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
(13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
(14) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).
theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.

2. Middle Level Philosophy and School Organization. Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.

3. Middle Level Curriculum and Assessment. Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.

4. Middle Level Teaching Fields. Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.

5. Middle Level Instruction and Assessment. Middle level teacher candidates understand and use the major concepts, principles, theories, and research of effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

6. Family and Community Involvement. Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents.

7. Middle Level Professional Roles. Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE’s unit standard 1:
- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.
For each assessment, the compiler should prepare a document that includes the following items: a two-page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
   (a) the assessment tool or description of the assignment;
   (b) the scoring guide for the assessment; and
   (c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be available.

1. State licensure tests or professional examinations of content knowledge. NMSA standards addressed in this entry could include but are not limited to Standards 1, 2, 3 and 4. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Required)

See Attachments panel below.

2. Assessment of content knowledge in middle childhood education. NMSA standards addressed in this entry could include but are not limited to 1, 2, 3 and 4. Examples of assessments include comprehensive examinations, GPAs or grades\(^{(16)}\), content major\(^{(17)}\), and portfolio tasks\(^{(18)}\). For post-baccalaureate teacher preparation, include an assessment used to determine that candidates have adequate content background in the subject to be taught.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

See Attachments panel below.
3. Assessment that demonstrates candidates can effectively plan and implement appropriate teaching and learning experiences. NMSA standards that could be addressed in this assessment include but are not limited to Standards 3, 4, and 5. Examples of assessments include the evaluation of candidates’ abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

<table>
<thead>
<tr>
<th>NMSA Assessment 3.doc</th>
</tr>
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</table>

See Attachments panel below.

4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. NMSA standards that could be addressed in this assessment include but are not limited to Standards 1-7. An assessment instrument used in student teaching or an internship should be submitted. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

<table>
<thead>
<tr>
<th>NMSA Assessment 4.doc</th>
<th>Unit's Student Teaching Assessment 4 Point Scale.doc</th>
</tr>
</thead>
<tbody>
<tr>
<td>StudentTeaching_Assessment for Middle Level Education 4.0 Scale.doc</td>
<td></td>
</tr>
</tbody>
</table>

See Attachments panel below.

5. Assessment that demonstrates candidate effects on student learning. NMSA standards that could be addressed in this assessment include but are not limited to 3 and 4. Examples of assessments include those based on samples of student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

| NMSA Assessment 5.doc | TWS-revised-June 2008-NMSA (2).doc |

See Attachments panel below.

6. Additional assessment that addresses NMSA standards. All NMSA standards could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

| NMSA Assessment 6.doc |

See Attachments panel below.
7. Additional assessment that addresses NMSA standards. All NMSA standards could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. Provide assessment information (items 1-5) as outlined in the directions for Section IV

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

Three new assessments have recently been developed and therefore no assessment data is available at this time. The new assessments have been used since fall 2009. The data presented for the other assessments are limited in scope since the data collection is for one student. It would be difficult to suggest program changes based on one student. However, from the data available it appears that professional and pedagogical knowledge, skills and disposition and student learning are at target level. This is based on the student teaching evaluations and TWS. Content knowledge is difficult to assess since no PRAXIS II data is available.

One major change to the Middle Level Program was the revision of the curriculum in 2008. Because of the low enrollment in the Middle Level Program, the Professions Education Unit (PEU) began to look at what improvements might be made to help with enrollment. It was apparent that the coursework required for Middle Level Education was well over 130 semester hours (an additional 15-20 was necessary depending on the content area). The decision of the Program Coordinator and the PEU was to revise the curriculum. Since that time the program has begun to enroll more students and presently has 15 majors.

Another change made was in regards to the type of lesson plan format to be used. Originally (2007)
when TK-20 began to be used for collection of assessments, the PEU had decided to use the Constructivist Lesson Plan based on conceptual frameworks for the program. However, some areas preferred the Lesson Plan Format that is submitted with this report. It was decided that the unit assessment will be the format that is being submitted with this report. This explanation was necessary due to the inconsistencies in Lesson Plan data that will be found on TK-20 and this report.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. Describe what changes or additions have been made in response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at http://www.ncate.org/institutions/process.asp?ch=4 (Response limited to 24,000 characters.)

Please click "Next"

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