

Program Report for the Initial Preparation of Middle Level Teachers Association for Middle Level Education (AMLE) Option A

All Young Adolescents: The middle level standards interpret "all young adolescents" to be inclusive, comprising students of diverse ethnicity, race, language, religion, socioeconomic status, gender, sexual orientation, family composition, regional or geographic origin, and those with exceptional learning needs.

Middle Level: The grade levels included in "middle level" are determined by middle level teacher licensure regulations in each state, for example grades 4-9, 5-8, 6-9.

NCATE approved the AMLE Standards in 2012. Programs can use either the 2001 or the 2012 standards through Fall 2014. Beginning in Spring 2015, programs submitting reports must use the 2012 standards.

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

The Pennsylvania State University

2. State

Pennsylvania

3. Date submitted

MM DD YYYY

09 / 15 / 2016

4. Report Preparer's Information:

Name of Preparer:

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6. Name of institution's program

Middle Level English

7. NCATE Category

Middle School Education

8. Grade levels⁽¹⁾ for which candidates are being prepared

4 - 8

(1) e.g. 7-9, 5-8

First Teaching License

10. Degree or award level

- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- 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

Grades 4-8 English Language Arts

14. Program report status:

- Initial Review
- Response to One of the Following Decisions: Further Development Required or Recognition with Probation
- Response to National Recognition With Conditions

15. Is your unit seeking

- NCATE accreditation for the first time (initial accreditation)
- Continuing NCATE accreditation

16. 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 IV. Does your state require such a test?

- Yes
- No

SECTION I - CONTEXT

1. Descriptions of any state or institutional policies that may influence the application of AMLE standards. (Response limited to 4,000 characters)

In September 2016, Middle Level Education (MLE) is anticipating official approval as a new undergraduate major at Penn State University-University Park. This major is housed in the College of Education, and was originally offered as an option within the "Childhood and Early Adolescent Education" (CEAED) Major. The CEAED major was developed in October 2010 in response to the Pennsylvania Department of Education's closing of its K-6 Elementary Education program. As a result of the establishment of a ML Option in 2010 within the CEAED major, and the more recent establishment of MLE as a standalone major, the current MLE program at Penn State University-University Park reflects a program in transition.

Beginning in 2012, the ML Option has offered the PA 4-8 Instructional Certification in either English or Social Studies. In 2015, Mathematics was added. As of the summer of 2016, the program has graduated three cohorts of completers. With the mathematics option, enrollment projections indicate that the program will attract undergraduate students so the program is poised for significant growth.

Because the ML program was originally offered under the redesigned elementary program, some of its design reflects an early-childhood and elementary-focused approach to teacher preparation. For example, the course titles and signature assignments for some of the methods courses were inherited from the pre-existing elementary courses, course instructors incorporated ML philosophies and adaptations. These were mission-driven, high-quality courses and assignments, but were accountable to different sets of teacher preparation standards, namely, those by NAEYC.

Additionally, the middle level program was mandated by PDE to rigorously prepare candidates in their discipline of specialization. For example, in the case of the mathematics 4-8 certification, PDE requires that the program has documented 38 mathematical competencies on its completers.

All teacher preparation programs at Penn State share a common set of commitments, communicated in "Penn State's Conceptual Framework for the Preparation of School Personnel." The Penn State's New Teacher Performance Framework lists the following domains:

Domain A: Planning and Preparing for Student Learning
Domain B: Teaching
Domain C: Analyzing Student Learning and Inquiring into Teaching
Domain D: Fulfilling Professional Responsibilities

Now that MLE is poised to be granted approval as its own major, the program faculty has begun to articulate the program's distinct mission. Drawing heavily on the 2012 AMLE Standards, This We Believe, and the research that many of our faculty conduct in the areas of early adolescent learning, teacher education, and equity, we have begun to identify shared commitments. The text below reflects the current form of our program's mission statement, which we view as a statement that we should regularly revisit as a matter of course.

We believe young adolescents require and deserve teachers and schools with specialized knowledge, expertise, and skills that are based in respect for this stage of development. Middle grade classrooms (grades 4-8) are therefore sites that serve as important places of transition from elementary school to high school. Nevertheless: middle schools and the middle years are not only defined by this developmentally-transitional role. Middle school education has its own history, body of research-based knowledge, and best practices, including a commitment to collaboration, integration, democracy, inclusivity, and challenging and meaningful academic learning.

Middle grades teachers require and deserve a pre-service education that is led by faculty members, supervisors, and mentors who share these commitments. Here at Penn State University, we have approached the design of our program so that teacher candidates learn through and are supported in development of effective teaching practices for students in the middle level grades.

2. Descriptions of middle level 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)

Introductory Field Experience for Middle Level Education [CI 295B (3 cr)] During this early field experience, all Middle Level teacher candidates will spend 60 hours in an elementary or middle school setting observing grades 4-8 classrooms. This experience is one full day per week for ten weeks. Candidates will be engaged in observing and working with individual children and small groups of children. Candidates will also participate in a weekly seminar totaling 21 hours that focuses on a variety of topics.

Students will develop an awareness of observation as a tool for understanding and analyzing educational environments, teaching and learning as well as a variety of frameworks and strategies that can be used for observation as well as the skills necessary to communicate observations professionally and ethically. CI 295B will provide an opportunity for students to examine middle level education as a future career. They will be introduced to notions of teaching in general as a career as well as to specialized aspects of teaching in middle school settings. Students will examine their own biographies as learners and the implications of their biographies for the development of a teacher identity and the potential suitability of middle level education as a career. Students will also be engaged in examining a variety of codes for professional and ethical conduct for educators. Through examining, critiquing and synthesizing these various articulations of professionalism, students will begin the development of a personalized code of ethical, and professional conduct.

The major assignments for this course include an observation log signed by the cooperating/mentor teacher, weekly journals reacted to by course instructors, the development of a set of professional dispositions that the candidate will strive to attain, and a paper that assesses the viability of middle level education as a career for the candidate given the candidate's assessment of his/her strengths and goals and the demands of middle level education as a career.

Mid-Level Field Experience [CI 495B (3 cr)]

The middle level field experience for Middle Level majors is taken as part of a block of 12 total credits labeled the Discipline Inquiry Block. The other three courses are teaching mathematics (MTHED 420), science (SCIED 458), and social studies (SSED 430W). During this middle field experience, candidates will spend 270 hours (12 weeks, 3 hours per day, 5 days per week, plus 2 weeks, 6 hours per day, 5 days per week) in a school setting working in grades 4-8 classrooms that include a variety of learners including students with special needs. Teacher candidates will be engaged in observing, teaching individual children, teaching small groups of children, and teaching whole classes. Planning responsibilities will be scaffolded over time and allow candidates to progress at an individualized pace. In order to complete the practicum successfully, candidates must teach minimum of 10 large group lessons, including a three-lesson sequence on one topic. Candidates are asked to reflect on and analyze each lesson taught and to use a digital video analysis tool (Studiocode) to analyze two teaching episodes. Candidates are also asked to write weekly reflective journals.

CI 495B provides an opportunity for candidates to integrate concepts, theories and ideas across the various courses by engaging candidates in exploring the following questions:

1. What does it mean to be a professional and establish professional relationships with colleagues, students, and families?
2. How well am I using the various tools (e.g. observation, writing, reflection, teaching, case studies, etc.) that are available to me in learning to be a teacher?
3. Am I making connections across the various courses and experiences that are designed to help me learn to be a teacher?
4. How effectively am I developing the knowledge and skills of a beginning teacher and what sources of evidence should I use in judging my effectiveness?

In addition, each candidate begins the development of a digital portfolio that addresses the candidate's ability to meet the standards of the Penn State Teacher Education Performance Framework. The framework addresses four domains of teaching and learning:

- A. Planning and Preparing for Student Learning
- B. Teaching
- C. Inquiry and Analysis of Teaching and Learning

D. Fulfilling Professional Responsibilities

The supervisors for the experience are part-time employees or graduate students who have both certification and successful teaching experience. Field experience supervisors conduct a 75-minute weekly seminar with teacher candidates focusing on a variety of topics including instructional planning, assessment, classroom learning environments, differentiated instruction, cultural diversity, parent and family interaction, developmentally appropriate practice, and content specific pedagogy. Supervisors also assess all candidate work including lesson plans and observe candidates when they are teaching and provide feedback. A mid-term goal setting conference among the candidate, mentor, and supervisor is designed to set goals for candidate development for the remainder of the experience. The final conference among the candidate, mentor, and supervisor assesses the candidate's overall performance.

Student Teaching [CI 495D (12cr) and CI 495F (3cr)] Student teaching is a full-semester (12-15 weeks), full-time, full-day, clinical component of the teacher preparation program for Penn State students seeking initial teacher certification with an accompanying 120 minute weekly seminar. The Middle Level candidates will complete student teaching in a grade four through eight elementary or middle school classroom. The primary purpose of the student teaching experience is to provide the candidate with a carefully mentored experience to help him or her develop and enhance the knowledge, skills, and dispositions necessary to positively impact student learning and development.

Student teaching supervisors are full-time university faculty members who are certified teachers with successful teaching experience in the specific areas in which they supervise. University faculty observe student teachers 8 to 10 times over the course of the semester and also facilitate three-way mid-term and final evaluation and goal setting conferences among the teacher candidate, mentor teacher, and supervisor. Supervisors also conduct the weekly seminars with the help of the mentor teachers and various school personnel.

Candidates are expected to assume increasingly greater responsibility over the course of the student teaching semester until they eventually assume a full-time teaching load. Candidates are expected to assume responsibility for all planning during the course of the semester, but are encouraged to engage in co-teaching with their mentor teacher over the course of the experience. The progression towards full responsibility is individualized and developmentally appropriate, not lock step.

In addition to their teaching responsibilities and attendance at weekly seminars, student teachers are asked to complete several related assignments:

- 1) Inquiry into the school community and context;
- 2) Inquiry into curriculum- the development of a 2-week unit of instruction;
- 3) Inquiry into student learning- an evidence-based assessment of the learning of the entire group of students as well as the learning of a particular student with special needs during the course of the unit planned and taught by the candidate;
- 4) Inquiry into my teaching- a reflection by the candidate of the overall impact of the unit and what changes in planning, delivery and assessment that the candidate would make for the future; and
- 5) Continued development of the digital portfolio that demonstrates the candidate's ability to meet the standards of the Penn State Framework (described under CI 495B)

3. 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.)

Programs of Study Middle Level

See **Attachment** panel below.

4. 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.

Field Experience Chart

See **Attachment** panel below.

5. Candidate Information

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

Program: Middle Level Education 4-8 English Option		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾
2015-2016	16	8
2014-2015	13	1
2013-2014	11	7

Program: Middle Level Education 4-8 Social Studies Option		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾
2015-2016	11	5
2014-2015	15	8
2013-2014	14	5

Program: Middle Level Education 4-8 Math Option		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾
2015-16	6	

(2) 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.

6. Faculty Information

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

Faculty Member Name	Alicia McDyre
Highest Degree, Field, & University ⁽³⁾	Ph.D., Curriculum and Instruction, Penn State University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	SCIED, Program Manager for the Childhood and Early Adolescent Education (CEAED) program
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Middle School Science Teacher - 10 years

Faculty Member Name	Allison Kootsikis
Highest Degree, Field, & University ⁽³⁾	Ph.D.
Assignment: Indicate the role of the faculty member ⁽⁴⁾	CIFE/ECE
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	elementary

Faculty Member Name	Andrea McCloskey
Highest Degree, Field, & University ⁽³⁾	Ph.D., Curriculum & Instruction, Mathematics Education, Indiana University (Bloomington)
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty; Mathematics Education (university Park); Prek-4 and 4-8; MTHED 420 and math content courses
Faculty Rank ⁽⁵⁾	Associate Professor
Tenure Track	<input type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	1). Member of the Nominations and Elections Committee of AMTE (Association of Mathematics Teacher Educators), 2013-2016. 2). McCloskey, A. (2014). The promise of ritual: A lens for understanding persistent practices in mathematics classrooms. Educational Studies in Mathematics, 86, 19-38.. 3.) Welder, R., Jansen, A., & McCloskey, A. (2014). Preparing and supporting mathematics teacher educators: Opportunities and challenges. In Liljedahl, P., Nicol, C., Oesterle, S., & Allan, D. (Eds.), Proceedings of the Joint Meeting of PME

	38 and PME-NA 36 (Vol. 1, p. 248). Vancouver, Canada.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Middle School and High School Mathematics- 3 years

Faculty Member Name	Daniel Thompson
Highest Degree, Field, & University ⁽³⁾	Ph.D. Education, University of Iowa
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Director: Curriculum and Instruction Field Experiences (CIFE)
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	" Developing a Comfort with Risk: Pedagogy for the 21st Century. International Qualitative Inquiry Conference (ICQI), Urbana, IL. May, 2015 Easily Distracted: Young Children Negotiating Contemporary Pedagogy Practice. International Qualitative Inquiry Conference (ICQI), Urbana, IL. May, 2014 Talking back: The educational romantics of the 60s and the crises of the moment. The 14th Annual Curriculum and Pedagogy Conference, New Orleans, LA. November 2013 "
Teaching or other professional experience in P-12 schools ⁽⁹⁾	8th grade social studies: 2 years, Elementary teacher: 13 years

Faculty Member Name	Fran Arbaugh
Highest Degree, Field, & University ⁽³⁾	Ph.D., Curriculum & Instruction (Mathematics Education) Indiana University - Bloomington
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty, Mathematics Education/Curriculum & Supervision (University Park); Coordinator, Middle Level Education; MTHED 411; C&S graduate courses; MTHED 460; MTHED 428/429
Faculty Rank ⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	President/Immediate Past-President, Association of Mathematics Teacher Educators (2013-2016); Co-Editor, Journal of Teacher Education (2011-2015); Arbaugh, F., Marra, R., Lannin, J. K., Merle, D., Cheng, Y., & Smith, R. (2016). Supporting university content specialists in providing effective professional development: The educative role of evaluation. Teacher Development, 20, 538-554.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	High School Mathematics - 11 years

Faculty Member Name	Kathleen Collins
Highest Degree, Field, & University ⁽³⁾	Ph.D., Literacy Studies University of Michigan
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Language and Literacy
Faculty Rank ⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	English teacher - 4 years

Faculty Member Name	Kimberly Mowery
Highest Degree, Field, & University ⁽³⁾	MEM, Masters of Environmental Management, Yale University School of Forestry and Environmental Studies
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Instructor and Supervisory, Middle Level Education
Faculty Rank ⁽⁵⁾	FT-1 Instructor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Presenter at AMLE Fall National Conference, 2016
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Middle School Science - 9 years, Instructional Coach - 3 years, Curriculum Development - 5 years

Faculty Member Name	Mandy Biggers
Highest Degree, Field, & University ⁽³⁾	Ph.D., Science Education University of Iowa
Assignment: Indicate the role of the	

faculty member ⁽⁴⁾	SCIED
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input type="radio"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Elementary

Faculty Member Name	Mark Kissling
Highest Degree, Field, & University ⁽³⁾	Ph.D., Curriculum, Instruction, and Teacher Education, Social Studies Education, Michigan State University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty, Social Studies Education; Instructor for Middle Level sections of SSED 412W and SSED 430W
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input type="radio"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Scholarship includes: Kissling, M. T. (2014). Now and then, in and out of the classroom: Teachers learning to teach through the experiences of their living curricula. Teaching and Teacher Education, 44, 81-91. Leadership includes: Membership Chair for the Social Studies Research Special Interest Group of the American Education Research Association. Service includes leading PSU's Middle Level Social Studies Option
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Secondary Social Studies--3 years

Faculty Member Name	Vivian Yenika-Agbaw
Highest Degree, Field, & University ⁽³⁾	PhD., Education, Language and Literacy with a children's literature expertise, Penn State University, University Park
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty, Children's Literature (University Park); PIC, English Language Arts
Faculty Rank ⁽⁵⁾	Full Professor
Tenure Track	<input type="radio"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Adolescents Rewrite their Worlds: Using Literature to Illustrate Writing Forms (2015) Textbook, Literacy and Global Citizenship: The Case of Anglophone Cameroon (2016). Reimagine Life After the Darfur War: Writing as Emancipatory Practice (2016). Board of Directors, United States Board on Books for Young People (USBBY), 2013; NCTE Standing Committee for Global Citizenship, 2015-17 Editorial Board Member: Journal of Adolescent and Adult Literacy; Language Arts; Journal of Children's Literature; Dragon Lode (children's literature -- pk-8); Journal of Negro Education; Manuscript reviewer: Children's Literature in Education (2015); Pedagogy, Culture and Society (2016)
Teaching or other professional experience in P-12 schools ⁽⁹⁾	High School English -- 3 years Cooperating Teacher

(3) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(4) e.g., faculty, clinical supervisor, department chair, administrator

(5) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(8) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

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

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

Type and Number of Assessment	Name of Assessment ⁽¹¹⁾	Type or Form of Assessment ⁽¹¹⁾	When the Assessment Is Administered ⁽¹²⁾

Assessment #1: Licensure assessment, or other content-based assessment (required)	ETS Praxis Pennsylvania Grades 4-8 Core Assessment (5153, 5154, and 5155) plus a Subject Concentration test (5156, 5157, or 5158)	state licensure test	completion of the program
Assessment #2: Content knowledge in middle level education (required)	Final grades in specialized content courses: LLED 412W: Teaching Language Arts in Secondary Schools II, LLED 450: Content Area Reading, SSED 412W: Teaching Secondary Social Studies II, MTHED 428/429: Fundamentals of Middle School Math I and II	Required courses	Coursework upon entry to the major
Assessment #3: Candidate ability to plan appropriate teaching and learning experiences (required)	Domain A: Planning and preparing for student learning on the PSU Performance-based assessment of student teaching ("ST-1")	Performance-based assessment	at the midpoint and the final point of student teaching
Assessment #4: Student teaching or internship (required)	Pennsylvania Statewide evaluation form for student professional knowledge and practice ("PDE 430")	Professional performance evaluation	at the midpoint and the final point of student teaching
Assessment #5: Candidate effect on student learning (required)	Domain C: Analyzing student learning and inquiring into teaching on the PSU Performance-based assessment of student teaching ("ST-1")	Performance-based assessment	at the midpoint and the final point of student teaching
Assessment #6: Additional assessment that addresses AMLE standards (required)	Community Inquiry	Project (inquiry into school and local context; presentation)	Assignment during coursework upon entry to the major (assignment completed as part of SSED 430W, and integrated with the mid-level field experience-CI 495B)
Assessment #7: Additional assessment that addresses AMLE standards (optional)	Reflective Analysis of Children's Reading and Reflective Analysis of Children's Writing	Project (lesson plan, case study of children's learning, reflective analysis)	Assignment during coursework upon entry to the major (assignment completed as part of LLED 400 and LLED 401 and integrated with an early field experience)
Assessment #8: Additional assessment that addresses AMLE standards (optional)	Determining Obstacles to Learning in a Middle School Classroom	Reflective essay (written as one of ten weekly observation reports)	Assignment during coursework prior to admission to the program (CI 295B)

(10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(12) 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).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

1. Standard 1: Young Adolescent Development

#1 #2 #3 #4 #5 #6 #7 #8

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents.

Element a. Knowledge of Young Adolescent Development:

Middle level teacher candidates demonstrate a comprehensive knowledge of young adolescent development. They use this understanding of the intellectual, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, including those whose language and cultures are different from their own.

Element b. Knowledge of the Implications of Diversity on Young Adolescent Development:

Middle level teacher candidates demonstrate their understanding of the implications of diversity on the development of young adolescents. They implement curriculum and instruction that is responsive to young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They participate successfully in middle level practices that consider and celebrate the diversity of all young adolescents.

Element c. Implications of Young Adolescent Development for Middle Level Curriculum and Instruction:

Middle level teacher candidates use their knowledge of young adolescent development when planning and implementing middle level curriculum and when selecting and using instructional strategies.

Element d. Implications of Young Adolescent Development for Middle Level Programs and Practices:

Middle level teacher candidates apply their knowledge of young adolescent development when making decisions about their respective roles in creating and maintaining developmentally responsive learning environments. They demonstrate their ability to participate successfully in effective middle level school organizational practices such as interdisciplinary team organization and advisory programs.

#1	#2	#3	#4	#5	#6	#7	#8
			✓				

2. Standard 2: Middle Level Curriculum

#1 #2 #3 #4 #5 #6 #7 #8

Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

Element a. Subject Matter Content Knowledge:

Middle level teacher candidates demonstrate a depth and breadth of subject matter content knowledge in the subjects they teach (e.g., English/language arts, mathematics, reading, social studies, health, physical education, and family and consumer science). They incorporate information literacy skills and state-of-the-art technologies into teaching their subjects.

Element b. Middle Level Student Standards:

Middle level teacher candidates use their knowledge of local, state, national, and common core standards to frame their teaching. They draw on their knowledge of these standards to design, implement, and evaluate developmentally responsive, meaningful, and challenging curriculum for all young adolescents.

Element c. Interdisciplinary Nature of Knowledge:

Middle level teacher candidates demonstrate the interdisciplinary nature of knowledge by helping all young adolescents make connections among subject areas. They facilitate relationships among content, ideas, interests, and experiences by developing and implementing relevant, challenging, integrative, and exploratory curriculum. They provide learning opportunities that enhance information literacy (e.g., critical thinking, problem solving, evaluation of information gained) in their specialty fields (e.g., mathematics, social studies, health).

#1	#2	#3	#4	#5	#6	#7	#8
✓	✓	✓	✓		✓		

3. Standard 3: Middle Level Philosophy and School Organization

#1 #2 #3 #4 #5 #6 #7 #8

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 middle level organizational components.

Element a. Middle Level Philosophical Foundations:

Middle level teacher candidates demonstrate an understanding of the philosophical foundations of developmentally responsive middle level programs and schools.

Element b. Middle Level Organization and Best Practices:

Middle level teacher candidates utilize their knowledge of the effective components of middle level programs and schools to foster equitable educational practices and to enhance learning for all students (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They demonstrate their ability to apply this knowledge and to function successfully within a variety of school organizational settings (e.g., grades K-8, 6-8, 7-12). Middle level teacher candidates perform successfully in middle level programs and practices such as interdisciplinary teaming, advisory programs, flexible block schedules, and common teacher planning time.

								✓

4. Standard 4: Middle Level Instruction and Assessment

#1 #2 #3 #4 #5 #6 #7 #8

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

Element a. Content Pedagogy:

Middle level teacher candidates use their knowledge of instruction and assessment strategies that are especially effective in the subjects they teach.

Element b. Middle Level Instructional Strategies:

Middle level teacher candidates employ a wide variety of effective teaching, learning, and assessment strategies. They use instructional strategies and technologies in ways that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained) so that young adolescents are actively engaged in their learning. They use instruction that is responsive to young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

Element c. Middle Level Assessment and Data-informed Instruction:

Middle level teacher candidates develop and administer assessments and use them as formative and summative tools to create meaningful learning experiences by assessing prior learning, implementing effective lessons, reflecting on young adolescent learning, and adjusting instruction based on the knowledge gained.

Element d. Young Adolescent Motivation:

Middle level teacher candidates demonstrate their ability to motivate all young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources (e.g., technology, manipulative materials, information literacy skills, contemporary media). They establish equitable, caring, and productive learning environments for all young adolescents.

			✓			✓		

5. Standard 5: Middle Level Professional Roles

#1 #2 #3 #4 #5 #6 #7 #8

Middle level teacher candidates understand their complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.

Element a. Professional Roles of Middle Level Teachers:

Middle level teacher candidates understand, reflect on, and are successful in their unique roles as middle level professionals (e.g., members of teaching teams and advisors to young adolescents).

Element b. Advocacy for Young Adolescents and Developmentally Responsive Schooling Practices:

Middle level teacher candidates serve as advocates for all young adolescents and for developmentally responsive schooling practices. They are informed advocates for effective middle level educational practices and policies, and use their professional leadership responsibilities to create equitable opportunities for all young adolescents in order to maximize their students' learning.

			✓	✓	✓			

Element c. Working with Family Members and Community Involvement:

Middle level teacher candidates understand and value the ways diverse family structures and cultural backgrounds influence and enrich learning. They communicate and collaborate with all family members and community partners, and participate in school and community activities. They engage in practices that build positive, collaborative relationships with families from diverse cultures and backgrounds (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

Element d. Dispositions and Professional Behaviors:

Middle level teacher candidates demonstrate positive orientations toward teaching young adolescents and model high standards of ethical behavior and professional competence. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, critical perspectives on their teaching.

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments and scoring guides and data charts 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. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather than reporting a cumulative score..

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 to be aligned with the elements 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 one document that includes the following items:

(1) A two-page narrative that includes the following:

- a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
 - b. 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.
 - c. A brief analysis of the data findings;
 - d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
- and

(2) Assessment Documentation

- e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
- f. The scoring guide for the assessment; and
- g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

1. State licensure tests or professional examinations of content knowledge. 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)

Provide assessment information as outlined in the directions for Section IV

Assessment #1.docx

See **Attachment** panel below.

not limited to Standard 2. 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 as outlined in the directions for Section IV.

Assessment #2.docx

See **Attachment** panel below.

3. Assessment that demonstrates candidates can effectively plan and implement appropriate teaching and learning experiences. AMLE standards that could be addressed in this assessment include but are not limited to Standard 4. 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 as outlined in the directions for Section IV

Assessment #3.docx	ST-1 (Referenced in Assessment #3)
--------------------	------------------------------------

See **Attachment** panel below.

4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. AMLE standards that could be addressed in this assessment include but are not limited to Standards 1-5. An assessment instrument used in student teaching or an internship should be submitted. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment #4.docx	BLANK PDE 430.pdf
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See **Attachment** panel below.

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

Provide assessment information as outlined in the directions for Section IV

Assessment #5.docx	ST-1 (Referenced in Assessment #5)
--------------------	------------------------------------

See **Attachment** panel below.

6. Additional assessment that addresses AMLE standards. All AMLE standards could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, and follow-up studies. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment #6.docx

See **Attachment** panel below.

7. Additional assessment that addresses AMLE standards. All AMLE standards could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV

Assessment #7.docx	Rubric 1 of 3 for Assessment #7
Rubric 2 of 3 for Assessment #7	Rubric 3 of 3 for Assessment #7

See **Attachment** panel below.

8. Additional assessment that addresses AMLE standards. All AMLE standards could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV

Assessment #8.docx

See **Attachment** panel below.

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

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

(Response limited to 12,000 characters)

Due to changes in certification requirements in the Pennsylvania Department of Education (PDE), structural and curricular changes at Penn State University, the College of Education, and the Department of Curriculum & Instruction, our young program has already undergone several rounds of significant transition. Much about our program's curriculum and practices were inherited from the PreK-4 program from which it originally developed. At the same time, other components of our program (such as some of the required courses for each specialized area) were inherited from the secondary preparation program. Currently, we are anticipating news of the approval of Middle Level Education becoming an autonomous major with options in 4-8 English, 4-8 Social Studies, and 4-8 Mathematics.

Since its inception, our program's implementation has been informed by the AMLE teacher preparation standards, but the anticipated status change into a new major will provide us the ability to incorporate the language (and not just the spirit) of these standards explicitly into our syllabi, course assignments, evaluation rubrics, program curriculum, and extracurricular components. Because our enrollment numbers have been small, we were able to regularly meet as program faculty to discuss and respond to observations about student development or concern. We continue to meet regularly as a faculty group every month and we hold annual retreats to discuss candidate course observations, feedback from mentor teachers who have hosted the candidates in their classrooms, and anecdotal feedback from 3 cohorts of program completers.

CONTENT KNOWLEDGE

The primary assessments documenting Penn State candidates' content knowledge include the Praxis Core Assessments and the Subject Concentration tests (Assessment 1), and a selection of candidates' required coursework (Assessment 2). Three years of data from these assessments show that candidates have very strong content knowledge in the academic disciplines and especially in the academic disciplines of their specialization. We are also pleased with the findings that candidates are able to use this content knowledge in order to plan and prepare for student learning, as evidenced in the three years of data reported in Assessment 3 (Domain A of the Penn State Teacher Education Performance Framework).

We are pleased with the findings about candidates' content knowledge. Data from the Praxis (Assessment 1) and coursework (Assessment 2) are consistent with our sense that candidates develop strong content knowledge over the course of the program and successfully engage young adolescents with subject matter in classrooms. We think that because our program develops candidates' subject matter knowledge in meaningful ways- for example, in the specialized content courses for each area (SSED 412W, LLED 412W, and the newly-developed MTHED 428 and MTHED 429)_candidates can develop conceptual understandings of social studies, English, and mathematics topics relevant to teaching young adolescents. Our requirement that candidates maintain at least a 3.0 GPA throughout the program and attain grades of C or higher in major and option requirements also contributes to candidates' opportunities to develop robust content knowledge.

We observed in Assessment 1 that the English specialists appear to perform equally well across the 3 subcategories of the Praxis English concentration test (71% on reading, 73% on writing, 72% on media literacy and literacy development). The Social Studies specialists appear to perform slightly higher on government (75%), economics (73%), and geography (75%) than they do on U.S. history (69%) and World history (63%). We will continue to monitor this pattern. It may be the case that we need to either recommend or require that our students take specific social studies content courses from the academic disciplines.

Our programs have been designed to follow PDE's recommendation that candidates complete 30 hours of coursework in their area of specialization. We further follow PDE's recommended break-down within these 30 hours: For English and Mathematics, 18 of these hours are "Advanced" and 12 are "Introductory Level," and for Social Studies, 15 of the hours are "Advanced" and 15 are "Introductory Level." As we found in our analysis of Assessment 2, the English and Social Studies completers perform as well as if not better than their non-Education studying peers, as indicated in overall G.P.A. comparisons (though statistical significance is impossible to acquire with our limited numbers). As we continue to collect data from our students' Praxis 4-8 Subject Concentration performance (Assessment 1), we may find that there are specific content courses that may be required to strengthen content knowledge in particular areas.

PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE, SKILL, AND DISPOSITIONS

Candidates' performance on assignments (Assessments 6, 7, and 8) and student teaching evaluations (Assessment 3, 4, and 5) provide documentation of candidates' professional knowledge, skills, and dispositions. Three years of student teaching grades provide evidence of candidates' excellent performance in areas that relate to Penn State's Domains A-D and AMLE Standards 4 and 5. Moreover, evaluation data

illustrates clear growth in candidates' professional knowledge, skills, and dispositions from the mid-level field experience (CI 495B) to student teaching (CI 495D and F).

Data illustrating growth in candidates' student teaching performance resonates with our sense that, over time, candidates become more reflective and provide richer evidence of satisfactory performance across the domains of the Performance Framework. Faculty noted significant improvement in evaluation scores from the midpoint evaluation to the final evaluation of student teaching. As noted in Assessment 5, we see growth across all standards from Domain C (analyzing student learning and inquiring into teaching), but we especially value the growth in standard C3 ("The student teacher uses data from his/her own classroom teaching to evaluate his/her own strengths and areas for improvement"). One area for improvement is that we have begun to make plans to collect data about our candidates' development across Penn State's Domains A-D and AMLE Standards #1-5 not only during student teaching, but also during the 3 preceding semesters of "Major" coursework and the early and middle field experiences.

We believe that the developmental approach of our program, in which candidates' responsibilities and activities in classrooms build over time as they gain deeper content knowledge and additional pedagogical insights, contributes to candidates' development of essential professional knowledge, skills, and dispositions. We also recognize that candidates' development is impacted by their consistent use of notebook computers and digital tools across the program. Due to the EDUCATE initiative (<http://www.ed.psu.edu/educ/educate>), candidates are required to bring MacBooks to all class sessions. In methods courses and field experiences, candidates use digital tools (e.g., blogs, video analysis, podcasts [as in the Community Inquiry Project of Assessment 6], etc.) intended to support their development as teachers. Faculty's decision to extend the program following extensive research in the PreK-4 setting is one example of how our program is informed by faculty research in the area of teacher learning.

From our program's inception, we have sought to provide candidates the opportunity to conduct their field experiences with different age groups in a variety of classroom settings. We think that candidates should have classroom experiences with upper elementary children and classrooms (i.e., self-contained) and also middle school students and classrooms (i.e., departmentalized in the area of their specialization). We furthermore have made an effort to provide opportunities for our students to have field experiences with schools and mentor teachers who share the middle level philosophy and who implement middle level organization and best practices, as described in AMLE Standard 3. Our faculty is working hard to establish relationships with such schools and educators, such as through collaborative relationships with our state organization, PAMLE.

Mandates from PDE led our program to include a set of professional content knowledge courses that are required for program completion. Whereas CI 280, SPLED 400, and 403A were previously required only for a small number of candidates, these courses are now required for all candidates. Candidates are required to complete additional courses such as HDFS 239, which is more relevant for middle childhood and early adolescent professionals. (See Program Checksheet in Section I.3.) Early discussions among our faculty have identified the need to include a course to more fully address AMLE Standard 4d (Young Adolescent Motivation) and AMLE Standard 3 (Middle Level Philosophy and School Organization). To this end, CI 405 and CI 295B have been added to the program, respectively. One assignment from CI 295B is described in Assessment 8, but more work needs to be done to collect systematic data from all of the newly-added courses. These changes in program requirements will provide important opportunities for candidates to develop middle level content knowledge, particularly in the areas of young adolescent development and learning and middle school philosophy and school organization.

STUDENT LEARNING

Candidates' impact on student learning is documented in a collection of key course assignments from language and literacy. (Assessment 7). Three years of data from this assessment demonstrate that candidates have developed important understandings and abilities about teaching and assessment practices that positively impact fifth grade children's learning. This assessment has been adapted most recently into a "Book Club" format, thereby becoming a more scalable assignment that draws on research conducted during the first 3 instantiations of this assessment. Culminating projects provide candidates opportunities to construct lesson plans, to implement the lesson plans, and then to construct reflective analyses of the children's reading and writing.

Additional evidence about our candidates' impact on student learning is provided by the Student Teaching evaluation described in Assessment 5 (ST-1) and is a component of the final student teaching evaluations (PDE 430, described in Assessment 4). As described above, we see growth across all standards from Domain C (analyzing student learning and inquiring into teaching), but we especially value the growth in substandard C3 ("The student teacher uses data from his/her own classroom teaching to evaluate his/her own strengths and areas for improvement").

Faculty are pleased with the findings related to candidates' impact on student learning from both coursework (Assessment 7) and Student Teaching (Assessments 4 and 5), but in recent discussions about this data we have recognized the need for more thorough and more systematic data collection efforts after our candidates have graduated and entered the teaching profession. We would like to collect data about questions such as

Where are our students getting teaching jobs?

What types of teaching positions are our students acquiring? (i.e., upper elementary or middle school?)

Are they teaching in their areas of specialization?

How well prepared do they and their relevant stakeholders (students, principals, colleagues, department chairs, parents, etc.) feel they were?

Can they document any evidence about the effects they are having on student learning?

We are committed to answering these questions in a systematic way, not only to inform reports such as this one but also so that we can make meaningful adjustments to our program.

original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at <http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx>

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE web site at <http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/ResponseToConditionsReport/tabid/454/Default.aspx>

(Response limited to 24,000 characters.)

Please click "Next"

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

Program Report for the Initial Preparation of Physical Education Teachers
American Alliance for Health, Physical Education, Recreation, &
Dance/National Association for Sport and Physical Education (NASPE)
2008 Standards - Option A

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

The Pennsylvania State University

2. City/State

University Park, PA

3. Date submitted

MM DD YYYY

09 / 15 / 2016

4. Report Compiler's Information:

Name:	
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Stephanie Knight	
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slk44@psu.edu	

6. Name of institution's program

Physical and Health Education Teacher Education

7. NCATE Category

Physical Education-First Teaching License

8. Grade levels⁽¹⁾ for which candidates are being prepared

K-12

(1) e.g. K-6, K-12, 7-12

9. Program Type

First teaching license

10. Degree

Baccalaureate

Post Baccalaureate

Master's, initial certification

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

Level 1 K-12 Health and Physical Education

14. Program report status:

- First Submission for review
- Response to National Recognition With Conditions
- Response to One of the Following Decisions: Further Development Required or Recognition with Probation

15. Is your unit seeking

- NCATE accreditation for the first time (initial accreditation)
- Continuing NCATE accreditation

16. State Licensure requirement for national recognition:

If using Praxis as your state licensure exam for PETE, the appropriate, preferred form is Praxis 0091, Physical Education Content Exam. If your state requires the combined Health and Physical Education Praxis exam, that will be acceptable.

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 IV. Does your state require such a test?

- Yes
- No

SECTION I - CONTEXT

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

The Pennsylvania Department of Education (PDE) issues the initial Pennsylvania Instructional I certificate upon (1) recommendation from the preparing institution and (2) determination that the candidate meets Pennsylvania clearances and qualifying scores on basic-skills or entrance testing requirements specified by the Pennsylvania Department of Education (PDE) enforced at the time of the institution's recommendation for the certificate. Teacher candidates must pass the following PRAXIS II exams to be certified by the Pennsylvania Department of Education.

- . PRAXIS II Physical and Health Education: Content Knowledge
- . PRAXIS II Fundamental Subjects: Content Knowledge
- . PDE 430 Form Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

The Pennsylvania Department of Education and The Pennsylvania State University require certification programs to include specific course work in the following areas: 9 credits of content that focuses on inclusive learners; 3 credits of content that focuses on English Language learners; 6 credits of English: 3 credits of composition & 3 credits of literature; 6 credits of math and 80 hours of paid or volunteer work with age-appropriate population: At least 40 of these age-appropriate 80 hours must be with majority of learners whose cultural, social, or ethnic backgrounds differ from the candidate's own.

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)

Before entrance into the PHETE option, students are required to complete at least 80 hours of paid or volunteer work in a setting with an age-appropriate population, including a minimum of 40 hours with the majority of students, who are from an underrepresented group, a mentally or physically challenged group, or a group different from the candidate's own background.

KINES 295A: Observation in the Public Schools - Three-Day Practicum for Teachers. TCs must complete an introductory, observational experience in the public schools to be completed by no later than the end of the fourth semester. TCs are required to spend 3 days, at least 7 hours per day, at a K-12 school of their choice. The TC will observe at least 3 different PE/Health teachers during this practicum. At University Park, Kines 295A is only offered in the spring semester. Total # of hours: 21 hours

KINES 264: Health Related Physical Fitness. This is one of the first field experiences our TCs partake in, during the TCs 5th semester. TCs observe and assist in K-8 physical education classes that are inclusive. TCs attend the class once a week, for 2 hours and participate in the practicum experience 2 hours per week for 5 weeks. Total # of hours: 10 hours

KINES 395A: Leadership Practicum for Teachers. This is a practicum experience emphasizing lesson planning, assessment, reflective teaching in a supervised teaching setting in K-12 health and physical education classes. This practicum course is part of the last "block of courses" that the TC must complete prior to student teaching. TCs are assigned to a school and are required to attend for a minimum of 20 hours, 2 hours per week over 10 weeks. During this practicum experience the TC is required to collaborate with the Mentor Teacher and course instructor to create lesson plans, teach lessons, administer formative and summative assessment, and reflect on their teaching experience. Total # of hours: 20 hours

KINES 400: Adapted Physical Education. This is a practicum experience that introduces basic concepts of planning and conducting physical activity programs and physical education lessons for individuals with physical, sensory, and/or intellectual disabilities in a K-12 setting. TCs are assigned to an Adapted Physical Education class and are required to attend for a minimum of 10 hours, 2 hours per week over 5 weeks. During this practicum experience the TC is required to collaborate with the Mentor Teacher and course instructor to create lesson plans that meet the needs of the students' IEP, teach lessons that are developmentally appropriate for the disabilities, and reflect on their teaching experience. Total # of hours: 10 hours

KINES 464: Children's Physical Education Curriculum and Practicum. TCs spend an average of 5-6 hours per week for 5 weeks in an elementary setting. TCs will plan and implement developmentally appropriate physical education lessons to K-5 students, assist the mentor teacher, and assess student progress. Total # of hours: 25-30 hours

KINES 469W: Curriculum Development in Health and Physical Education: TCs spend an average of 4 hours per week for 4 weeks in a middle school physical education setting. TCs plan, implement, and assess student progress at least 4 times during this field experience. TCs design and implement at least 2 assessment tools during this field experience, which allows the TCs to assess student progress during their 4 week experience. Total # of hours: 16 hours

KINES 495A: Practicum in Student Teaching (12 credits). TCs are required to complete 15 weeks in the K-12 setting. 7-8 weeks are spent in an elementary setting and 7-8 weeks are spent in a secondary setting with an average of 8 hours per day. This practicum requires TCs to participate in all school site activities including teaching classes, attending faculty meetings, and any other duties that the mentor teacher deems necessary. TCs complete unit and daily lesson plans, observation forms, systematic analysis observation forms, journal reflections, and other assignments prescribed by the supervisor of student teaching. Supervision of the TCs during this practicum is provided by Health and Physical Education teacher certification tenure-track or adjunct faculty members, all with K-12 Physical Education and/or Health Education experience. This practicum is done in the TCs 8th semester. Total # of hours: 600 hours

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

Program of Study PSU.docx

See **Attachment** panel below.

4. 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.

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

Program: PHETE		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾
2015-2016	18	6
2015-2014	32	9
2014-2013	18	12

(2) 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.

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

Faculty Member Name	Alison Weimer
Highest Degree, Field, & University ⁽³⁾	Ph.D. Educational Theory & Policy, Penn State University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	PHETE Program Director; Faculty
Faculty Rank ⁽⁵⁾	Instructor
Tenure Track	☒ YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Weimer, A. & Burke, R. (2015). Fundamental of fitness: Integrating fitness into physical education. Charleston: CreateSpace. Weimer, A. & Burke, R. (2015) Invited lecture. Fundamentals of fitness. Pennsylvania State Association for Health, Physical Education, Recreation, and Dance. Philadelphia, PA. Weimer, A. (2015) Invited lecture: Integrating Wellness Into Your Classroom and School. Let's Move! Penn State Day Cares, University Park, PA.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	K-12 Health and Physical Education, Level 1 Pennsylvania Teaching Certificate, K-5 PE teacher - 2 years; K-8 PE teacher - 2 years PHETE Practicum Supervisor

Faculty Member Name	Helene Monthley
Highest Degree, Field, & University ⁽³⁾	Ph.D. Health Education, Penn State University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Student Teacher Coordinator; Faculty
Faculty Rank ⁽⁵⁾	Instructor
Tenure Track	☒ YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	PSAHPERD-Executive Board (2013-2015) Student Scholarship Committee (2013-2015) Author of World Campus course-Kines 081 (Summer/Fall 2015)
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Taught 11th Grade Health (2 years)-Warren Hills Regional Senior High School Student Teaching Coordinator for PHETE-Penn State (2000-2006 & 2008-2016) Student Teaching Supervisor-Penn State (2009, 2013) Certified Athletic Trainer (ATC), worked at secondary school level as certified athletic trainer

Faculty Member Name	Craig Parkes
Highest Degree, Field, & University ⁽³⁾	M.S. Health Education, Ithaca College
Assignment: Indicate the role of the faculty member ⁽⁴⁾	PHETE Instructor; Faculty
Faculty Rank ⁽⁵⁾	Instructor
Tenure Track	☒ YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Service on PSU curriculum committee Author of Kinesiology Course Proposals Parkes, C., & Subramaniam, P. R. (2015). Linking the Revised National Standards to Teaching Games for Understanding: An Eighth-grade Soccer Example. Journal of Physical Education, Recreation & Dance, 86(8), 34-40.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	PHETE Practicum Supervisor Head of PE for K-5 in England from 2006-2011

Faculty Member Name	Eric Childs
Highest Degree, Field, & University ⁽³⁾	M.Ed. Health, Penn State University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	PHETE Instructor/Student Teacher Evaluator; Faculty
Faculty Rank ⁽⁵⁾	Instructor
Tenure Track	☒ YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	PSAHPERD Student Leadership Advisor - 6 years NSCA Conference Committee - 6 years
Teaching or other professional experience in P-12 schools ⁽⁹⁾	PHETE Practicum Supervisor Florida HPE Teaching Certificate - 16 years teaching HPE

Faculty Member Name	Donna Dove
Highest Degree, Field, & University ⁽³⁾	B.S.
Assignment: Indicate the role of the faculty member ⁽⁴⁾	PHETE Instructor; Faculty
Faculty Rank ⁽⁵⁾	Instructor

Faculty Rank ⁽⁵⁾	
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	PHETE Club Advisor Coordinator for Special Olympics
Teaching or other professional experience in P-12 schools ⁽⁹⁾	K-12 Health and Physical Education, Level 1 Pennsylvania Teaching Certificate; Florida HPE Teaching Certificate - 11 years teaching HPE PHETE Practicum Supervisor

Faculty Member Name	Jamie Schultz
Highest Degree, Field, & University ⁽³⁾	Ph.D., University of Iowa
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Associate Professor, Sport History
Faculty Rank ⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Schultz, J. (2015). Moments of impact: Injury, racialized memory, and reconciliation in college football. Lincoln: University of Nebraska Press. Dyreson, M. and Schultz, J. (Eds.). (2015). American National Pastimes_A History. London: Routledge. Schultz, J. (2014). Qualifying times: Points of change in U.S. women's sport. Urbana: University of Illinois Press.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

Faculty Member Name	Mark Dyerson
Highest Degree, Field, & University ⁽³⁾	Ph.D., University of Arizona
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Professor of Kinesiology, Sport History
Faculty Rank ⁽⁵⁾	Professor of Kinesiology
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

Faculty Member Name	Scott Kretchmar
Highest Degree, Field, & University ⁽³⁾	Ph.D., University of Southern California
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Professor of Exercise and Sport Science
Faculty Rank ⁽⁵⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	NCAA Faculty Athletics Representative
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

Faculty Member Name	Francisco Javier Lopez Frias
Highest Degree, Field, & University ⁽³⁾	Ph.D.
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Assistant Professor of Kinesiology
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional	

experience in P-12 schools ⁽⁹⁾	
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(3) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(4) e.g., faculty, clinical supervisor, department chair, administrator

(5) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(8) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

1. In this section, list the 6-8 assessments that are being submitted as evidence for meeting the AAHPERD/NASPE standards elements. 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. (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment ⁽¹⁰⁾	Type or Form of Assessment ⁽¹¹⁾	When the Assessment Is Administered ⁽¹²⁾
Assessment #1: Licensure assessment, or other content-based assessment (required)	Praxis II Exam: Health and Physical Education Content Knowledge (5857) Scores Praxis II Exam: Fundamental Subjects Content Knowledge (5511) Scores	Multiple Choice Exams	During Student Teaching Internship
Assessment #2: Content knowledge in physical education (required)	PHETE Physical Education Movement Skills and Concepts, Fitness, and Sports Skills and Performance Concepts Tests	Physical Tests, Research and Presentation	At the beginning and at the end of the semester of Blocks 1, 2, and 3
Assessment #3: Candidate ability to plan instruction (required)	PHETE Lesson Planning	Lesson Bundle Projects	Lesson Plan 1: Kines 400 Lesson Plan 2: Kines 395A Lesson Plan 3: Kines 464
Assessment #4: Internship or clinical experiences (required)	AIM Evaluation	Clinical Evaluation	4 times during Student Teaching Internship
Assessment #5: Candidate effect on student learning (required)	PHETE Reflections and Assessments	Bundle of Assessments and Reflections	Continuously throughout Block 3, across 2 different courses
Assessment #6: Additional assessment that addresses AAHPERD/NASPE standards (required)	E-portfolio	Teacher Candidate Portfolio	Started before entry into the program, Kines 295A, then continuously updated, evaluated at the end of Kines 495A
Assessment #7: Additional assessment that addresses AAHPERD/NASPE standards (optional)	Kines 141 and Kines 345 Course Grades	Course Grades	At the end of each semester of each course

Assessment #8: Additional assessment that addresses AAHPERD/NASPE standards (optional)			
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(10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(12) 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).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

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

1. Standard 1: Scientific and Theoretical Knowledge

Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals

	#1	#2	#3	#4	#5	#6	#7	#8
1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity and fitness.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity and fitness.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Identify historical, philosophical and social perspectives of physical education issues and legislation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.5 Analyze and correct critical elements of motor skills and performance concepts.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Standard 2: Skill-Based and Fitness Based Competence*

Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the NASPE K – 12 Standards.

	#1	#2	#3	#4	#5	#6	#7	#8
2.1 Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Achieve and maintain a health-enhancing level of fitness throughout the program.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Without discrimination against those with disabilities, physical education teacher candidates with special needs are allowed and encouraged to utilize a variety of accommodations and/or modifications to demonstrate competent movement and performance concepts (modified/adapted equipment, augmented communication devices, multi-media devices, etc.) and fitness (weight training programs, exercise logs, etc.).

3. Standard 3: Planning and Implementation

Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.

	#1	#2	#3	#4	#5	#6	#7	#8
3.1 Design and implement short-term and long-term plans that are linked to program and instructional goals as well as a variety of student needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) goals and objectives aligned with local, state and /or national standards.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Design and implement content that is aligned with lesson objectives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Plan for and manage resources to provide active, fair and equitable learning experiences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6 Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Standard 4: Instructional Delivery and Management

Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

	#1	#2	#3	#4	#5	#6	#7	#8
4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Provide effective instructional feedback for skill acquisition, student learning and motivation.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Use managerial rules, routines and transitions to create and maintain a safe and effective learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Standard 5: Impact on Student Learning

Physical education teacher candidates use assessments and reflection to foster student learning and inform decisions about instructions.

	#1	#2	#3	#4	#5	#6	#7	#8
5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Use appropriate assessments to evaluate student learning before, during and after instruction.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Use the reflective cycle to implement change in teacher performance, student learning and/or instructional goals and decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Standard 6: Professionalism

Physical education teacher candidates demonstrate dispositions that are essential to becoming effective professionals.

	#1	#2	#3	#4	#5	#6	#7	#8
6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Participate in activities that enhance collaboration and lead to professional growth and development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4 Communicate in ways that convey respect and sensitivity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards and elements. The key assessments should be required of all candidates. Assessments and scoring guides and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards and elements should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards and elements. Data tables should also be aligned with the SPA standards and elements. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather than reporting a cumulative score.

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 to be aligned with the elements 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 one document that includes the following items:

- (1) A two-page narrative that includes the following:
 - a. A brief description of the assessment and its use in the program;
 - b. A description of how this assessment specifically aligns with the standards and elements it is cited for in Section III. Cite SPA standards/elements by number (e.g., 1.1 or 1.2);
 - c. A brief analysis of the data findings;
 - d. An interpretation of how that data provides evidence for meeting standards/elements, indicating the specific SPA standards and elements by number (e.g., 1.1 or 1.2 etc);
- and

(2) Assessment Documentation

- e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
- f. The scoring guide for the assessment; and
- g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each , however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

1. State licensure tests or professional examinations of content knowledge. AAHPERD/NASPE standards addressed in this entry could include but are not limited to Standard 1. 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. (Assessment Required)

Provide assessment information (items 1. a,b,c,d and 2.e,f,g) as outlined in the directions for Section IVA complete description of the assessment should be included (format of the exam, content area sub-scores).

Assessment 1

See **Attachment** panel below.

2. Assessment of content knowledge in the field of physical education. AAHPERD/NASPE standards addressed in this assessment could include but are not limited to Standards 1 and 2. Examples of assessments include comprehensive examinations, portfolios; health-related fitness assessments, assessments of fundamental movement skills; and assessments of performance-competency and game play. (Assessment Required)

Provide assessment information (items 1. a,b,c,d and 2.e,f,g) as outlined in the directions for Section IV

Assessment 2

See **Attachment** panel below.

3. Assessment that demonstrates candidates can effectively plan classroom-based instruction. AAHPERD/NASPE standards that could be addressed in this assessment include but are not limited to Standard 3. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans. (Assessment Required)

Provide assessment information (items 1. a,b,c,d and 2.e,f,g) as outlined in the directions for Section IV

Assessment 3

See **Attachment** panel below.

4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. AAHPERD/NASPE standards that could be addressed in this assessment include Standards 3 and 4. The assessment instrument used in the internship or other clinical experiences should be submitted. (Assessment Required)

Provide assessment information (items 1. a,b,c,d and 2.e,f,g) as outlined in the directions for Section IV

Assessment 4

See **Attachment** panel below.

5. Assessment that demonstrates candidate effects on student learning and the creation of supportive learning environments for student learning. AAHPERD/NASPE standards that could be addressed in this assessment include but are not limited to Standard 5. Examples of assessments include those based on student work samples, (IEP's), case studies, or implemented unit plans. (Assessment Required)

Provide assessment information (items 1. a,b,c,d and 2.e,f,g) as outlined in the directions for Section IV

Assessment 5

See **Attachment** panel below.

6. Additional assessment that addresses AAHPERD/NASPE standards. Examples of assessments include evaluations of field experiences, case studies, teacher candidate work sample, IEPs, or other key assessment. (Assessment Required)

Provide assessment information (items 1. a,b,c,d and 2.e,f,g) as outlined in the directions for Section IV

Assessment 6

See **Attachment** panel below.

7. Additional assessment that addresses AAHPERD/NASPE standards. Examples of assessments include evaluations of field experiences, teacher candidate work sample, case studies, IEPs, or other appropriate assessments. (optional)

Provide assessment information (items 1. a,b,c,d and 2.e,f,g) as outlined in the directions for Section IV

Assessment 7

See **Attachment** panel below.

8. Additional assessment that addresses AAHPERD/NASPE standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks and licensure tests not reported in #1. (optional)

Provide assessment information (items 1. a,b,c,d and 2.e,f,g) 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 (data) 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)

The sources used as evidence for Content Knowledge were the Praxis II Health and Physical Education Content Knowledge & Fundamental Subjects Content Knowledge exams, the PHETE Physical Education Movement Skills and Performance Concepts and Fitness Tests, and course grades for Kines 141 & Kines 345.

As a program, we believe that Content Knowledge is one of our strengths due to such a strong range of core Kinesiology courses. All graduates of PSU Department of Kinesiology, PHETE Option, earn a B.S. degree in Kinesiology (not HPE). This makes us unique from other state and state-related colleges/universities in the Commonwealth of Pennsylvania. The Kinesiology core courses provide our TCs with a strong theoretical foundation in the biophysical, social sciences, and humanities surrounding the study of movement. TCs take courses with some of the top researchers in the world. They take 3-credit core courses in Biomechanics, Exercise Physiology, History & Culture of Physical Activity, Anatomy, Neural Control of Movement, Psychology of Movement, and Meaning & Ethics of Movement. The core is an intellectual strength of the option.

Physical fitness and skill competence tests have provided course instructors with a system to notify TCs about their physical fitness and skill competency levels. The TC data associated with Standard 2 provides evidence that TCs are being assessed in the following areas throughout the program: motor skill and movement pattern performance, personal physical fitness, and performance and skill concepts among a variety of physical activities. The faculty was surprised at the unacceptable performance for aerobic capacity (PACER Test) and muscular strength and endurance (push-ups). This underachievement will be addressed in our new HPE Certification that will lead to health and physical education certification and places a very strong emphasis on personal fitness and the TCs ability to implement fitness into a P-12 health and physical education program. The objectives and goals of the HPE Certification are discussed in more detail at the end of this Section. The data for Standard 2 reveals that the majority of TCs are meeting acceptable levels for flexibility according to scores aligned with FITNESSGRAM. TCs are also meeting or exceeding acceptable performance for individual skills test. The faculty was extremely pleased to see these results since skill, movement, and physical activity performance competency is needed in order to implement, teach, demonstrate, and assess student learning to ensure high-quality K-12 physical education lessons.

The TCs' class average for Kines 141 is 3.18/4.0 and the class average for Kines 345 is 3.09/4.0. These two courses provide evidence for Element 1.4 and show the faculty that the TCs have learned the appropriate content knowledge. This content knowledge is then applied in a

variety of ways (lesson planning, teaching, assessing, & reflecting) over the course of a TCs time in the program.

The data displayed in Assessment 3 using: Lesson Plan 1, Lesson Plan 2, Lesson Plan 3 and the data displayed in Assessment 4 using: the AIM Evaluation tool, supports the TCs mastery of professional and pedagogical knowledge, skill, and disposition. Lesson Plan 1 is used in an Adapted Physical Education course in Block 2. Lesson Plan 2 & 3 are used in K-12 physical education practicum courses in Block 3. The AIM Evaluation tool is used continuously throughout Block 4 (student teaching internship in K-12 schools). The progression of the TCs' pedagogical knowledge, skill and disposition is monitored over the course of three semesters. This allows faculty to provide feedback to the TCs regarding areas of strength and weakness. The foundation of the program is based on pedagogical knowledge, skill and building professional dispositions. The faculty works closely with TCs to teach them techniques and methods that produce high-quality lessons that align with state and national standards and impact student learning. The cohesiveness of our program is evident by the data results in Assessment 3 & Assessment 4.

Short term lesson planning and implementation is another strong area for our TCs. With 100% of our TCs writing acceptable or better lesson plans, our TCs demonstrate the concept of writing/planning creative, developmentally appropriate, and implementable lesson plans that are aligned with standards. Opportunities for long-term planning are limited in the program, but there will be greater opportunities for TCs to develop and implement unit plans prior to their student teaching internship in our new HPE Certification. Another area of concern for our TCs is the ability to better recognize the need to change instruction and/or task or to implement a smoother transition and enforce managerial routines.

For Professionalism, Growth, & Development TCs are required to develop and update an electronic portfolio throughout their time in the PHETE program. TCs place appropriate work samples, photos, videos, and other professional education documentation such as certifications, community service, and conference attendance/presentations in their e-portfolio. Most of the core courses do require work samples to be placed in the e-portfolio throughout the PHETE program. The TCs include a variety of lesson plans and teaching experiences in their e-portfolios, from outdoor adventure lessons to skill development lessons. We place great emphasis on including these lesson plans and experiences because they can then be used during a TCs future interview process. Additionally, over the course of the last 3 cohorts, we have seen an improvement in page and link accessibility and overall site aesthetics, which includes color scheme, layout, usefulness, rich explanations, and page transitions. This is very important because TCs will use their e-portfolio during the job interview process as well as continue to build and update their e-portfolio once they obtain a job as a means of communication for students, parents, and administrators.

One area of concern that the data from Assessment 6 revealed is TCs participation in Professional Organizations and Meetings. The PHETE Program promotes attending the PSAHPERD conference and chooses a few TCs to present at the annual conference. In the past, we have had an average of 5-10 TCs present at the PSAHPERD conference. Due to lower enrollments in our off site course that facilitates the students attending this conference, the course could not continue and thus our students could not attend to this conference to present at no cost to them. However, the PHETE Program has partnered with the University and the local community to create other professional education opportunities for our TCs to be involved in such as: State College Area School District Jump Rope for Heart and Continuing Education Extended Learning Program, State College Community Fun Day, Focus on Strong Families Conference, Teambuilding and Leadership Training, and Exercise is Medicine. These programs have become part of course requirements in Block 3, so all TCs are involved, planning, and presenting.

Our TCs have approximately 180 hours of observation and teaching practicum experience before they enter their student teaching internship. The majority of the first practicum experiences are observing and assisting the mentor teachers, which occurs during Block 1 of the program. The practicum experiences in Block 2 and Block 3 are when the TCs are required to create and implement lesson plans, assessments, etc. in a K-12 school setting. TCs are very strong in lesson planning and pedagogical skills. On the other hand, areas for improvement include the TC's ability to implement smooth transitions in order to better engage students and decrease wait time and provide performance feedback. We have recognized that this has been a continuous weakness, so we require that the TCs script out/diagram transitions and brainstorm possible individual student feedback that aligns with their lesson objectives in their typed lesson plans. We have seen an improvement in TCs ability to transition and provide feedback, but more progress is necessary. As we transition into the new HPE Certification, there are courses that will provide additional opportunities to practice these two skills. Further details will be discussed below.

Since implementing an assessment course into the PHETE Program, the data have revealed an improvement in TC's ability to create and implement effective assessment measures that can then be used as part of the reflective teaching cycle for future improvement. In this course TCs learn how to create a variety of assessment measures and align them with their lesson objectives. The TCs then implement these assessment measures in another course and by doing so cohesiveness across courses has been created. Furthermore, we have been able to establish better practicum relationships with the public school teachers and have gained support in understanding why and how effective assessment should be administered. Since the Pennsylvania Department of Education (PDE) mandated the use and reporting of yearly Student Learning Outcomes, we have aligned how we teach TCs to create and implement student assessment with the PDE process. The data from Assessment 5 revealed that 100% of the TCs met the Acceptable level or higher in their ability to create and implement Games Performance Assessments and Open-response Assessment in K-12 physical education classes. Furthermore, Assessment 5 revealed that TCs are able to interpret the student learning data that is collected using such assessments and reflect on the implementation/administration of the measure as well as reflect on student performance and alignment to lesson objectives. The faculty also has seen an improvement in TCs ability to create and implement multiple assessment measures, which includes technology, during their student teaching internship. This is validated in Assessment 4. Creating assessments can be a challenging and complex task, so we have provided additional opportunities for TCs to create and implement assessments in the new HPE Certification. TCs will be required to complete an additional assessment course which focuses on K-12 physical fitness assessment measures providing students with additional opportunities.

The data has revealed that the PHETE Program has met the 6 standards and upholds its reputation of being a strong Nationally Recognized Program. Notably, with the changing landscape of physical education and the National Standards, we have been working diligently on creating a new HPE teacher certification program. The current program was internally reviewed by Kinesiology Department faculty members in 2013, examining the current state and quality of the program; the recommended academic plan and courses; the current National and State

standards and future trends; and the student enrollment. Based on this review it was decided that revisions and new courses were needed to create a higher-quality, standards aligned HPE teacher certification. The goal is to provide teacher candidates with practical opportunities to work with students in the P-12 health and physical education setting. Teacher candidates will be able to incorporate up-to-date content and methods to promote a physically active and healthy lifestyle for today's youth. In addition, teacher candidates will develop instructional strategies aimed toward P-12 students to encourage the practice and promotion of health, wellness, fitness and physical education. The concept of fitness and physical activity across the lifespan will be the underlying framework of this certification pathway by encouraging youth to focus on and enhance their personal health and well-being. We will graduate our last cohort of PHETE Program students spring 2017 and we have started accepting students into the new program this fall.

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

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at <http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx>

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE web site at <http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/ResponsetoConditionsReport/tabid/454/Default.aspx>

(Response limited to 24,000 characters.)

Please click "Next"

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

Program Report for the Preparation of Secondary Mathematics Teachers National Council of Teachers of Mathematics (NCTM) 2012 Standards - Option A

NCATE approved the 2012 NCTM Standards in 2012. Beginning in Spring 2015, programs submitting reports must use the 2012 Standards.

COVER SHEET

1. Institution Name

The Pennsylvania State University

2. State

Pennsylvania

3. Date submitted

MM DD YYYY

03 / 15 / 2017

4. Report Preparer's Information:

Name of Preparer:

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Stephanie L. Knight

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slk44@psu.edu

6. Name of institution's program

Secondary Education Mathematics

7. CAEP Category

Mathematics Education

8. Grade levels⁽¹⁾ for which candidates are being prepared

7-12

(1) e.g. 7-12, 9-12

9. Program Type
 First teaching license
10. Degree or award level
 Baccalaureate
 Post Baccalaureate
 Master's
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
14. Program report status:
 Initial Review
 Response to One of the Following Decisions: Further Development Required or Recognition with Probation
 Response to National Recognition with Conditions
15. Is your Educator Preparation provider (EPP) seeking
 CAEP accreditation for the first time (initial accreditation)
 Continuing CAEP accreditation
16. State Licensure data requirement on program completers disaggregated by specialty area with sub-area scores:
CAEP requires programs to provide completer performance data on state licensure examinations for completers who take the examination for the content field, if the state has a licensure testing requirement. Test information and data must be reported in Section IV. Does your state require such a test?
 Yes
 No

SECTION I - CONTEXT

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

Secondary mathematics certification exists in a context of a conceptual framework, two academic majors operating at two campuses, a University initiative in STEM education, and recent changes in Pennsylvania Department of Education requirements.

Penn State Conceptual Framework for the Preparation of School Personnel Academic preparation programs are founded on the belief that education can materially affect the life experience of individuals and the nature of the world at large. The standards that graduates must meet and the expectations to which they are held are:

1. Education occurs in communities of practice.
2. Education is a complex problem-solving endeavor.
3. Educators understand and use disciplinary knowledge and pedagogical knowledge.
4. Educators teach and assess learning and development and accept their shared responsibility for student learning.
5. Educators contribute to the development and evaluation of theories of learning and development.

For the secondary mathematics program, these elements meld consistently with National Council of Teachers of Mathematics SPA standards.

Majors and Sites

Currently, candidates for secondary mathematics certification follow one of two undergraduate majors; post-baccalaureate candidates complete the same requirements as the secondary education major with the mathematics option. The alternative paths are consistent with Penn State as one university, geographically dispersed.

At University Park, students major in Secondary Education/Mathematics Option. Mathematics is one option in the Secondary Education major. Students choose one of two options in several areas of mathematics: in abstract algebra (MATH 435 or MATH 470), linear algebra (MATH 441 or MATH 436), and statistics (MATH 415 or STAT 401). At University Park, 4-credit geometry course is also required and includes a weekly dynamic geometry lab. Required within the 48-51 content credits in the Secondary Education/Mathematics Option are two 400-level electives, which students often complete with courses designed to deepen their understanding of secondary mathematics. At Penn State Erie (Behrend), students major in Secondary Education in Mathematics and follow the same set of courses with the exception that the geometry requirement at Behrend consists of two courses (a 3-credit course and a 1-credit course).

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 INCLUDING SPACES)

The field and clinical experiences component of Penn State's secondary

mathematics program includes three formal elements: an early field experience (CI 295 Early Observation Experience for Teacher Preparation), a mid-level experience (CI 495C Clinical Application of Instruction--Secondary Education), and student teaching (CI 495E Practicum in Student Teaching--Secondary Education). Across these experiences and in collaboration with campus-based experiences, candidates complete a professional portfolio that demonstrates what the teacher candidate knows, can do, and values/believes.

As evidence of successful completion of the student teaching practicum, artifacts and corresponding context statements are included for each of the Performance Domains:

Domain A: Planning and Preparing for Student Learning The Penn State secondary teacher plans instruction and assessments based upon robust knowledge of subject matter, students and their learning and development, curriculum goals and standards, and the community.

Domain B: Teaching The Penn State secondary teacher actively encourages students' development and learning by creating a positive classroom learning environment, appropriately using a variety of instructional and assessment strategies and resources, including instructional technologies.

Domain C. Inquiry and Analysis of Teaching and Learning The Penn State secondary teacher continually and systematically inquires into the quality of his or her teaching and the conditions of schooling in order to enhance student learning and development.

Domain D. Fulfilling Professional Responsibilities The Penn State secondary teacher exhibits the highest standards of professionalism in all that he/she does.

The four domains correspond to the four themes of the K-12 teacher education program.

Candidates typically complete CI 295 during the second of four years. This field experience includes opportunities to observe and participate in a middle or secondary classrooms under the supervision of experienced and highly qualified classroom teachers. Candidates' experiences include urban, suburban, and rural settings with socioeconomic and cultural variety across two or three one-day school visits. The experience is graded on a letter basis (e.g., A, A-, B+). Candidates must obtain a letter grade of at least C before formal acceptance into a major that leads to secondary certification. The mid-level experience typically occurs during one of semesters 5 to 7. It is part of the Secondary Education (SECED) Block, a group of 6 credits comprised of two interrelated courses: a discipline specific methods class (MTHED 412 Teaching Secondary Mathematics II) and the middle field experience course (CI 495C). As a field experience, CI495C takes place in schools and in seminars with field instructors, where students apply, extend, and reflect on the concepts, questions, theories, and models studied in the university-based courses, especially those in the SECED Block. Candidates are placed in a secondary mathematics classroom 30 mornings during the semester: At University Park, five mornings a week for a consecutive period of six weeks, and at Behrend,

two mornings per week for 15 weeks. The faculty members who provide supervision are certified in secondary mathematics and have at least five years of successful teaching experience in the discipline.

During this experience and in preparation for the expectations of student teaching, pre-service teachers are encouraged to design and implement a variety of lesson types from the following:

- A lesson developed for a large group of students
- A lesson developed for small groups of students and/or an individual student
- A lesson developed and implemented cooperatively with another 495C pre-service teacher placed with the same mentor
- A lesson developed and implemented cooperatively with the mentor teacher
- A lesson that integrates technology and/or multimedia
- A lesson that features kinesthetic and/or arts integration
- A lesson that utilizes cooperative/collaborative learning
- A lesson that incorporates inquiry and/or discussion

Further, pre-service teachers must provide evidence of their capability to connect lessons toward the same goal; therefore, a sequence of three lessons must be developed and implemented in the classroom. Beyond the teaching that follows the planned lessons, the expectation exists that preservice teachers will spend a significant amount of time working with students individually and in small groups.

Field instructors and mentors observe each student formally at least twice, providing written feedback and assessment in accord with the four domains and performance indicators. In addition to formal observations, field instructors and mentors provide informal verbal feedback on student progress. Rated on a satisfactory/unsatisfactory basis, candidates must obtain a satisfactory rating in CI 495C before they can move into student teaching. To receive a course grade of "satisfactory" and proceed to student teaching, a student must earn a final rating of satisfactory. A satisfactory rating results from earning a minimum rating of "sometimes" in at least two focus areas and a higher rating in at least one other focus area using the following rating scale:

The pre-service teacher's performance on this standard:

Consistently: always or almost always matches or exceeds the description.

Often: matches or exceeds the description MOST of the time but falls below now and then.

Sometimes: matches or exceeds the description about half or a little more than half of the time.

Rarely: fails to match or exceed the description more than half of the time.

Not Applicable: Not applicable at this point in time.

The student teaching experience is part of the fourth year of the program, and often occurs during the final semester. It is a full-semester (15 weeks), full-time (5 days per week), full-day, clinical component. A university faculty supervisor and mentor teacher provide each candidate with intense, supportive guidance. University faculty members who supervise the student teaching experience are certified teachers who have successful teaching experience in

secondary mathematics. Student teaching is graded on a letter basis (e.g., A, A-,B+). The full range of grades, including pluses and minuses, are available to the university supervisor. The final grade is based on the supervisor's overall assessment of performance in the classroom and on other tasks, assignments, and expectations associated with the student teaching practicum and seminar. The grade is based upon all aspects of performance and includes the quality of (1) achievement of the standards specific to the individual's certification program and (2) other practicum and seminar requirements. The university supervisor consults with the mentor teacher concerning the final grade and may seek input on performance from the candidate and other relevant school or university personnel in order to make an informed decision about the final grade. Final grades less than "C" are considered unsatisfactory, and mean that the candidate would need to repeat the student teaching semester in its entirety in order to be eligible for initial teacher certification.

Placements for CI 495C are schools in Central Pennsylvania for students at University Park, and are urban schools in Erie City for students at Behrend. Student Teaching placements for students at University Park are mainly at one of two centers: Pittsburgh Area (approx. 60% of the candidates) and Central Pennsylvania (approx.. 35% of the candidates).. A small number of students (4%) student teach in other areas of Pennsylvania. A few student teachers (1%) take advantage of recent institutional emphasis on international experiences and student teaching abroad. Student Teaching placements for students at Behrend are in Erie County.

3. 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 and numbers. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.) For post baccalaureate or master's programs include a graduate advising form or transcript analysis form showing undergraduate mathematics content course requirements aligned to NCTM Mathematics Content for Secondary.

Secondary Mathematics Program of Study

See Attachment panel below.

4. 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.
5. Candidate Information
 Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program: Baccalaureate Secondary Mathematics 7-12 - University Park		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾
2015-2016	34	9
2014-2015	48	30

2013-2014	62	23
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Program: Post-baccalaureate Secondary Mathematics 7-12 - University Park		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾
2015-2016	0	0
2014-2015	0	0
2013-2014	1	1

Program: Baccalaureate Secondary Mathematics 7-12 - Behrend College		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾
2015-2016	7	6
2014-2015	7	1
2013-2014	6	2

(2) CAEP 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.

6. Faculty Information

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

Faculty Member Name	Andrea McCloskey
Highest Degree, Field, & University ⁽³⁾	Ph.D., Curriculum & Instruction, Mathematics Education, Indiana University (Bloomington)
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty; Mathematics Education (University Park); Prek-4 and 4-8; MTHED 420 and math content courses
Faculty Rank ⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	1). Member of the Nominations and Elections Committee of AMTE (Association of Mathematics Teacher Educators), 2013-2016. 2). McCloskey, A. (2014). The promise of ritual: A lens for understanding persistent practices in mathematics classrooms. Educational Studies in Mathematics, 86, 19-38., 3.) Welder, R., Jansen, A., & McCloskey, A. (2014). Preparing and supporting mathematics teacher educators: Opportunities and challenges. In Liljedahl, P., Nicol, C., Oesterle, S., & Allan, D. (Eds.), Proceedings of the Joint Meeting of PME 38 and PME-NA 36 (Vol. 1, p. 248). Vancouver, Canada.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Middle School and High School Mathematics teacher - 3 years

Faculty Member Name	Courtney Nagle
Highest Degree, Field, &	

University ⁽³⁾	Ph.D., Mathematics Education, The State University of New York, University at Buffalo
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty, Mathematics Education (Penn State Erie); Program Chair, Mathematics Education (Penn State Erie); MTHED 411, MTHED 412W, MTHED 420, MTHED 427 and math content courses
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	1. Casey, S. & Nagle, C. (2016). Students' use of slope conceptualizations when reasoning about the line of best fit. Educational Studies in Mathematics 92(2), 163-177. 2. Nagle, C., & Styers, J.L., Grant, "Math: Conference: Collaborations Between Academic Levels to Promote Successful Student Transitions from Secondary to Post-Secondary Mathematics," National Science Foundation. \$49,956.00 (funded October 2015-October 2017). 3. Recipient of the Council of Fellows Faculty Excellence in Outreach Award, Penn State Erie, 2014-2015
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Pennsylvania Level 1 Mathematics (7-12) Teaching certificate; active research program in high school calculus class; professional development during in-service training at local schools

Faculty Member Name	Eve Shellenberger
Highest Degree, Field, & University ⁽³⁾	Ph.D.
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Coordinator of SECED, CIFE
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	yes

Faculty Member Name	Fran Arbaugh
Highest Degree, Field, & University ⁽³⁾	Ph.D., Curriculum & Instruction (Mathematics Education) Indiana University - Bloomington
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty, Mathematics Education/Curriculum & Supervision (University Park); Coordinator, Middle Level Education; MTHED 411; C&S graduate courses; MTHED 460; MTHED 428/429
Faculty Rank ⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the	President/Immediate Past-President, Association of Mathematics Teacher Educators (2013-2016); Co-Editor, Journal of Teacher Education (2011-2015); Arbaugh, F., Marra, R., Lannin, J. K., Merle, D., Cheng, Y., & Smith, R. (2016). Supporting university content specialists in providing effective

past 3 years ⁽⁸⁾	professional development: The educative role of evaluation. Teacher Development, 20, 538-554.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	High School Mathematics teacher - 11 years

Faculty Member Name	Gina Foletta
Highest Degree, Field, & University ⁽³⁾	Ph.D., Mathematics Education, University of Iowa
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty, Mathematics Education (UP); Supervisor of SECED Mathematics Student Teachers in Pittsburgh Area CI 495E, Supervisor of Secondary Mathematics Pre-Student Teachers in Central Region CI 495C, Instructor SECED Mathematics Methods II MTHED 412W
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Co-authored article in Journal of Mathematical Behavior. 34, 58-75 (2014). Presentation at National Council of Teachers of Mathematics (NCTM) Annual Conference (2013), T3 International Conference (2013), Pennsylvania Council of Teachers of Mathematics 63rd Annual Conference (2014), Pennsylvania Association of Mathematics Educators (PAMTE) (2016); Co-PI NSF Noyce Grant (2016-2021); Board Member Pennsylvania Association of Mathematics Educators (PAMTE) (2016-2018); Advisor Mathematics Education Student Group at The Pennsylvania State University (2016)
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Clinical Supervisor of Secondary Mathematics Student Teachers (2013-2016); State of Iowa: Permanent Professional, Secondary; State of California: Permanent Standard Teaching Credential, Secondary mathematics/physical sciences; high school mathematics teacher: 20+ years

Faculty Member Name	iris Striedieck
Highest Degree, Field, & University ⁽³⁾	D.Ed.
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Curriculum and Supervision
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	High school mathematics

Faculty Member Name	Jodie Styers
Highest Degree, Field, & University ⁽³⁾	Ph.D. Math Education, University at Buffalo (in progress) M.S. Pure Mathematics, West Virginia University

Assignment: Indicate the role of the faculty member (4)	Faculty, Math Education (Behrend); Undergraduate Coordinator of Math Education; Secondary Placement Coordinator; Math 200, Math 201, CI295, CI495C, CI495E
Faculty Rank ⁽⁵⁾	Lecturer
Tenure Track	<input checked="" type="radio"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Nagle, C., & Styers, J. (Secondary Author) (2015). Putting Mathematical Tasks Into Context. Mathematics Teacher. Co-organizer of the annual Best Practices in Teaching and Learning Mathematics Conference Co-PI of "Collaborations Between Academic Levels to Promote Successful Student Transitions from Secondary to Post-Secondary Mathematics," National Science Foundation, Federal Agencies. Total requested: \$49,956.00. Total awarded: \$49,956.00. (submitted: February 8, 2015, date funding awarded: September 2015, funded: October 2, 2015 - September 30, 2017)
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Instructional I Certificate-Mathematics (7-12)

Faculty Member Name	M. Kathleen Heid
Highest Degree, Field, & University ⁽³⁾	Ph.D., Curriculum & Instruction (Mathematics Education), University of Maryland
Assignment: Indicate the role of the faculty member (4)	Faculty, Mathematics Education (University Park); Coordinator, Mathematics Education; MTHED 433, MTHED 427 and graduate mathematics education courses (MTHED 501, MTHED 523, MTHED 590, MTHED 530)
Faculty Rank ⁽⁵⁾	Distinguished Professor of Education; Full Professor, Mathematics Education
Tenure Track	<input checked="" type="radio"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Editor, Journal for Research in Mathematics Education (2009-2012); Lifetime Achievement Award from National Council of Teachers of Mathematics (2015); co-PI: NSF Mid-Atlantic Center for Mathematics Teaching and Learning (2000-2013); PI: Penn State Noyce Teacher Scholarship Program (2016-2021); Heid, M. K., & Wilson, P. S. (Eds.) (2015). Mathematical Understanding for Secondary Teaching. Charlotte, NC: Infoage.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	High School Mathematics teacher - 9 years; Middle School and High School Summer Residential Gifted Programs - 14 years

Faculty Member Name	Rose Mary Zbiek
Highest Degree, Field, & University ⁽³⁾	Ph.D., Curriculum and Instruction (Mathematics Education), Penn State University
Assignment: Indicate the role of the faculty member (4)	Faculty, Mathematics Education (University Park); Department Head; Mathematics education courses
Faculty Rank ⁽⁵⁾	Full Professor
Tenure Track	<input checked="" type="radio"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3	Zbiek, R. M. (Series Ed.) (2010-2015). Essential understandings for teaching and learning mathematics [a 16-book series]. Reston, VA: National Council of Teachers of Mathematics. -- Member of the authoring team. (2016). Guidelines for Assessment and Instruction in Mathematical Modeling Education. Boston/Philadelphia: Consortium for Mathematics and its Applications/Society for Industrial and Applied Mathematics. -- Zbiek, R. M.

major contributions in the past 3 years ⁽⁸⁾	(2016). Supporting teachers' development as modelers and teachers of modelers. In C. Hirsch (Ed.), Annual perspectives in mathematics education 2016: Mathematical modeling and modeling mathematics (pp. 263-272). Reston, VA: National Council of Teachers of Mathematics.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	High School Mathematics and Computer Science - 5 years

Faculty Member Name	Younhee Lee
Highest Degree, Field, & University ⁽³⁾	Ph.D. Mathematics Education, Penn State University (in progress) M.A., Mathematics, Penn State University M.A., Teaching and Learning, University of Iowa
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Instructor, Mathematics Education (University Park), MTHED 420 and MTEHD 427,
Faculty Rank ⁽⁵⁾	Staff
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Lee, Y., & Lim, W. (in press). Shoelace Formula and Vector Cross Product, Mathematics Teacher. Lee, Y. (2015). Connecting Collegiate Mathematics to School Mathematics: Prospective Secondary Mathematics Teachers Construction of Abstract Mathematical Conceptions. In T. G. Bartell, K. N. Bieda, R. T. Putnam, K. Bradfield, & H. Dominguez (Eds.), Proceedings of the 37th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (p. 423). East Lansing, MI: Michigan State University.; Lee, Y. (2015). Prospective secondary mathematics teachers understanding of abstract mathematical structures. In T. Fukawa-Connelly, N. Infante, K. Keene, & M. Zandieh (Eds.), Proceedings of the 18th Annual Conference on Research in Undergraduate Mathematics Education (pp. 685-686). Pittsburgh, PA.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	High School Mathematics teacher - 1 year

(3) For example, PhD in Curriculum & Instruction, University of Nebraska.

(4) For example, faculty, clinical supervisor, department chair, administrator

(5) For example, professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by CAEP as a systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(8) For example, officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, in-service training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification (s) held, if any.

SECTION II - LIST OF ASSESSMENTS

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

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

Type and Number of Assessment	Name of Assessment (10)	Type or Form of Assessment (11)	When the Assessment Is Administered (12)
Assessment #1: Licensure assessment, or other content-based assessment aligned to <i>NCTM Mathematics Content for Secondary</i> (required)	ETS Praxis II - Mathematics: Content Knowledge (5161)	State Licensure Test	Prior to certification, typically in Year 4
Assessment #2: Content knowledge in secondary mathematics aligned to <i>NCTM Mathematics Content for Secondary</i> (required)	Grades in Mathematics, Mathematics Education, and Courses Related to Mathematics Teaching	Course Grades	Years 1 through 4
Assessment #3: Candidate ability to plan instruction (required)	Long-Term Plan	Course Assignment	Near end of MTHED 412, during and after mid-level field experience (CI 495C) and typically one semester before student teaching
Assessment #4: Student teaching (required)	Student Teaching Mathematics-Specific Evaluation	Evaluation Form	End of CI 495E Student Teaching
Assessment #5: Candidate effect on student learning (required)	Performance-Based Assessment of Student Teaching	Evaluation Form	End of Student Teaching
Assessment #6: Content knowledge in secondary mathematics aligned to <i>NCTM Mathematics Content for Secondary</i> (required)	MTHED 411 Course Project	Course Project	Near end of MTHED 411, typically two semesters before student teaching

Assessment #7: Additional assessment that addresses NCTM standards (optional)			
Assessment #8: Additional assessment that addresses NCTM standards (optional)			

(11) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(12) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(13) 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).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

1. Standard 1: Content Knowledge

Effective teachers of secondary mathematics demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, connections, and applications within and among mathematical content domains.

Preservice teacher candidates:

1a) Demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, applications in varied contexts, and connections within and among mathematical domains (Number, Algebra, Geometry, Trigonometry, Statistics, Probability, Calculus, and Discrete Mathematics) as outlined in the NCTM Mathematics Content for Secondary.

#1 #2 #3 #4 #5 #6 #7 #8

#1	#2	#3	#4	#5	#6	#7	#8
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Standard 2: Mathematical Practices

Effective teachers of secondary mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching.

Preservice teacher candidates:

2a) Use problem solving to develop conceptual understanding, make sense of a wide variety of problems and persevere in solving them, apply and adapt a variety of strategies in solving problems confronted within the field of mathematics and other contexts, and formulate and test conjectures in order to frame generalizations.

2b) Reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the

#1 #2 #3 #4 #5 #6 #7 #8

#1	#2	#3	#4	#5	#6	#7	#8
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reasoning of others; represent and model generalizations using mathematics; recognize structure and express regularity in patterns of mathematical reasoning; use multiple representations to model and describe mathematics; and utilize appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others.

2c) Formulate, represent, analyze, and interpret mathematical models derived from real-world contexts or mathematical problems.

2d) Organize mathematical thinking and use the language of mathematics to express ideas precisely, both orally and in writing to multiple audiences.

2e) Demonstrate the interconnectedness of mathematical ideas and how they build on one another and recognize and apply mathematical connections among mathematical ideas and across various content areas and real-world contexts.

2f) Model how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem solving, reasoning, communicating, connecting, and representing.

3. Standard 3: Content Pedagogy

#1 #2 #3 #4 #5 #6 #7 #8

Effective teachers of secondary mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students' mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.

Preservice teacher candidates:

treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools.

Preservice teacher candidates:

4a) Exhibit knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning.

4b) Plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences.

4c) Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students.

4d) Demonstrate equitable and ethical treatment of and high expectations for all students.

4e) Apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages); and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools.

	✓	✓	✓	✓			

5. Standard 5: Impact on Student Learning

#1 #2 #3 #4 #5 #6 #7 #8

Effective teachers of secondary mathematics provide evidence demonstrating that as a result of their instruction, secondary students' conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a productive disposition toward mathematics.

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They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge.

Preservice teacher candidates:

5a) Verify that secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics; and the application of mathematics in a variety of contexts within major mathematical domains.

5b) Engage students in developmentally appropriate mathematical activities and investigations that require active engagement and include mathematics-specific technology in building new knowledge.

5c) Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.

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6. Standard 6: Professional Knowledge and Skills

#1 #2 #3 #4 #5 #6 #7 #8

Effective teachers of secondary mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations.

Preservice teacher candidates:

6a) Take an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics.

6b) Engage in continuous and collaborative learning

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that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner.

6c) Utilize resources from professional mathematics education organizations such as print, digital, and virtual resources/collections.

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7. Standard 7: Secondary Mathematics Field Experiences and Clinical Practice

#1 #2 #3 #4 #5 #6 #7 #8

Effective teachers of secondary mathematics engage in a planned sequence of field experiences and clinical practice under the supervision of experienced and highly qualified mathematics teachers. They develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors across both middle and high school settings that involve a diverse range and varied groupings of students. Candidates experience a full-time student teaching/internship in secondary mathematics directed by university or college faculty with secondary mathematics teaching experience or equivalent knowledge base.

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Preservice teacher candidates:

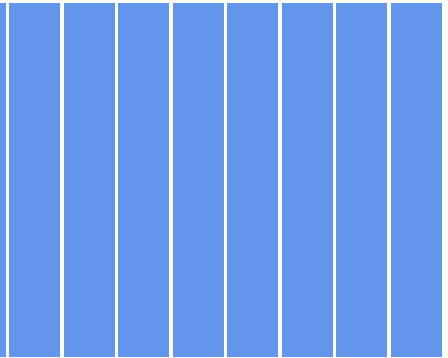
7a) Engage in a sequence of planned field experiences and clinical practice prior to a full-time student teaching/internship experience that include observing and participating in both middle and high school mathematics classrooms and working with a diverse range of students individually, in small groups, and in large class settings under the supervision of experienced and highly qualified mathematics teachers in varied settings that reflect cultural, ethnic, linguistic, gender, and learning differences.

7b) Experience full-time student teaching/internship in secondary mathematics that is supervised by a highly qualified mathematics teacher and a university or college supervisor with secondary mathematics teaching experience or equivalent

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knowledge base.

7c) Develop knowledge, skills, and professional behaviors across both middle and high school settings; examine the nature of mathematics, how mathematics should be taught, and how students learn mathematics; and observe and analyze a range of approaches to mathematics teaching and learning, focusing on tasks, discourse, environment, and assessment.



SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments, scoring guides/rubrics and data charts 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/rubrics to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather than reporting a cumulative score.

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 to be aligned with the elements in CAEP Standard 1:

- Content knowledge (Assessments 1, 2 and 6)
- 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 one document that includes the following items:

(1) A two-page narrative that includes the following:

- a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
 - b. 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.
 - c. A brief analysis of the data findings;
 - d. An interpretation of how that data provide evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
- and

(2) Assessment Documentation

- e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
- f. The scoring guide/rubric for the assessment; and
- g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides/rubrics may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above), and the data chart (item g

above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

1. State licensure test(s) or professional examinations of content knowledge. NCTM standards addressed in this entry could include Standards 1-2. If your state does not require licensure tests or professional examinations in the content area, data from another assessment aligned to NCTM Mathematics Content for Secondary must be presented to document candidate attainment of content knowledge. (Assessment Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 1 Praxis Mathematics Content Knowledge

See Attachment panel below.

2. Assessment of content knowledge in mathematics. NCTM standards addressed in this assessment that is aligned to NCTM Mathematics Content for Secondary could include but are not limited to Standards 1-2. Examples of assessments include comprehensive examinations, GPAs or grades, and portfolio tasks⁽¹³⁾. For post-baccalaureate teacher preparation, include an assessment used to determine that candidates have adequate content background in the subject to be taught. (Assessment Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 2 Narrative and Data Tables	Assessment 2 Course Titles and Descriptions
Assessment 2 Content Alignment Table	Assessment 2 Courses Mapped to Mathematics Competencies

See Attachment panel below.

(14) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included.

3. Assessment that demonstrates candidates can effectively plan classroom-based instruction. NCTM standards that could be addressed in this assessment include but are not limited to Standard 3. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans. (Assessment Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 3 Long Term Plan

See Attachment panel below.

4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. NCTM standards that could be addressed in this assessment include but are not limited to Standards 3, 4, 6, and 7. An assessment instrument used in student teaching or an internship should be submitted. (Assessment Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 4 Student Teaching Mathematics-Specific Evaluation

See Attachment panel below.

5. Assessment that demonstrates candidate effect on student learning. NCTM standards that could be addressed in this assessment include but are not limited to Standard 5. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and

employer surveys. (Assessment Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 5 Student Teaching Performance-based Evaluation
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See Attachment panel below.

6. Assessment of content knowledge in mathematics. NCTM standards addressed in this assessment that is aligned to NCTM CAEP Mathematics Content for Secondary could include but are not limited to Standards 1-2. Examples of assessments include comprehensive examinations, GPAs or grades, and portfolio tasks.

Provide assessment information as outlined in the directions for Section IV

Assessment 6 History of Mathematics Project

See Attachment panel below.

7. Additional assessment that addresses NCTM standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. (Optional)

Provide assessment information as outlined in the directions for Section IV

8. Additional assessment that addresses NCTM standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. (Optional)

Provide assessment information 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 have 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 INCLUDING SPACES)

(1) content knowledge

Almost all candidates performed satisfactorily on measures of knowledge of mathematics. We noted a 95.77% passing rate on the Praxis II exam. An additional measure of knowledge of mathematics was candidates' performance in mathematics courses, as measured by their grades. We require that students must achieve at least a C in each of the required courses and we consider C as a satisfactory grade. All (100%) of the completers performed satisfactorily in all of the required courses. Upon further examination of the data, we perceived that there was room for improvement in candidates' mathematics grades, particularly at the first and second year level. We also suspect that there are able students who were discouraged from pursuing secondary mathematics because of difficulty with the first and second year courses. The number of completers has decreased in recent years, and we suspect that there are able students who were discouraged from pursuing secondary mathematics because of difficulty with the first and second year courses. The phenomenon of not doing well in their first collegiate mathematics courses may have led to other students abandoning a career in teaching mathematics.

To address this double-edged problem of candidates not starting out in their mathematics courses as well as possible and other students possibly not pursuing a career in secondary mathematics, we have several strategies. First, we plan to enlist tutors at both sites for first-year and second-year students interested in pursuing secondary mathematics. We anticipate that the tutors will be a mathematics education graduate student and an advanced mathematics undergraduate student. The goals of this arrangement would be to offer the opportunity: for assistance with MATH 140, MATH 141, MATH 220, and MATH 230; and for assistance in deepening understanding of secondary school mathematics. We believe that the focus on the courses will provide students with assistance in their first collegiate mathematics courses, and that the assistance in developing a deep understanding of secondary mathematics will add them in attaining SPA Standards 1 and 2. Second, we will initiate two one-credit first year seminars with the goal of developing a deep understanding of secondary mathematics. At this point, the seminars will be electives, and students will have a range of other first year seminars from which to choose. Third, in order to address the declining number of students preparing to be secondary mathematics teachers, we have initiated an NSF-

funded project aimed at preparing talented mathematics students to teach in high-need urban and rural schools.

Although the pass rate of our students on the Praxis exam was high, we want to provide assistance for students in our program to prepare for the exam. Three of our 72 completers did not pass the Praxis exam. We have maintained contact with two of those students, both of whom are studying to retake the exam. Materials are available in the mathematics education space at the Behrend site and from faculty at the University Park site. To assist students in preparing for the Praxis exam, faculty at the University Park site initiated review sessions that students could opt to attend. Sessions were attended by approximately 10 to 15 students, many of whom remarked that the sessions helped them develop a confidence in their level of understanding of secondary school mathematics. Faculty at the Behrend site plan to initiate such review sessions in the coming year. Online tutoring is also available for students preparing for the Praxis II exam (e.g., from Butler Community College), and we plan to encourage students who see a need for additional help to take advantage of such additional sources.

Finally, many of the students at the Behrend site complete a separate elective course in the history of mathematics—a course that is not available at the University Park site. Assessment #6 is being revised to be more reflective of this difference in background. In addition, two of the SPA standards related to the history of mathematics (A4.6 Historical development and perspectives of statistics including contributions of significant figures and diverse cultures ; and A5.6 Historical development and perspectives of calculus including contributions of significant figures and diverse cultures) are not addressed in our assessments. We plan to include these SPA standards in a revision of Assessment #6.

(2) professional and pedagogical knowledge, skill, and dispositions, and Performance of candidates on Standards 3, 4, 5, and 7 was satisfactory, as indicated in Assessments 2 through 5. Areas on which we will continue to focus are use of digital technology and development of questioning techniques. Our required course on use of technology in the teaching and learning of secondary mathematics is continually updated. For example, this past year, an activity was required in MTHED 427 in which students designed lessons that were delivered using iPads. Regarding questioning techniques, although questioning techniques have always been a central feature of our mathematics education classes, over the past few years we have focused students on (and studied) questioning through the MTHED 411 rehearsal activity that has students practice their questioning techniques through teaching of problem solving.

Our program has required students to join NCTM, the national mathematics education professional organization. Classes draw on NCTM resources, students are encouraged to take advantage of the resources and professional development offered by NCTM. Students are encouraged to present at

professional meetings.

In Fall 2016, one of our faculty members helped inaugurate a student Mathematics Education organization. The organization has been active in engaging its members in professional learning activities. We were able to arrange for two external speakers for professional learning activities. One presenter engaged students in using Robots in teaching mathematics and the other conducted a day-long TI Workshop). The student group was central to encouraging its members to attend. We plan to continue our work in the area of encouraging students to take advantage of professional learning opportunities as they arise. Although the student organization was inaugurated on the University Park campus, the plan is to extend the organization to Behrend and other campuses.

(3) student learning

Student learning is a central feature of our program. Two of the four pillars of our program are Domain A (Planning and Preparing for Student Learning) and Domain C (Inquiry and Analysis of Teaching and Learning). The indicators most related to planning for and assessing student learning are Teaching Standards B1, B2, C1, and C2 from the Performance-Based Assessment of Student Teaching described in Assessment #5.

Teaching Standard B1. The student teacher actively and effectively engages all learners.

Teaching Standard B2. The student teacher assesses student learning in multiple ways in order to monitor student learning, assist students in understanding their progress, and report student progress.

Analyzing/Inquiring Standard C1. The student teacher monitors and adjusts instructional and assessment strategies during teaching.

Analyzing/Inquiring Standard C2. The student teacher systematically analyzes assessment data to characterize performance of whole class and relevant sub-groups of students.

Most of the candidates (at least 80%) were assessed as consistently exceeding expectations on Standards B2, C1, and C2, and almost all (96.4%) were assessed as consistently meeting and often exceeding expectations on all four Performance Standards (B1, B2, C1, and C2). The Performance Standard that was least outstanding (although rated as Good) involved actively and effectively engaging all learners. As our mathematics education classes are centered on ways to engage all students, we plan to continue this focus and to improve on it.

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

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the CAEP website at <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur>

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the CAEP website at <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur>

(Response limited to 24,000 characters. INCLUDING SPACES)

Please click "Next"

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

Program Report for the Preparation of Special Education Teachers Council for Exceptional Children (CEC) 2012 Standards - Option A

NCATE approved the CEC Standards in 2012. Beginning in Spring 2015, programs submitting reports must use the 2012 standards.

COVER SHEET

1. Institution Name

The Pennsylvania State University

2. State

Pennsylvania

3. Date submitted

MM DD YYYY

09 / 15 / 2017

4. Report Preparer's Information:

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rsd7@psu.edu

6. Name of institution's program

The Pennsylvania State University

7. CAEP Category

Special Education-General Curriculum

8. Grade levels⁽¹⁾ and Exceptionalities/Severity Levels for which candidates are being prepared

PK -8 and 7-12

(1) e.g. K-6, K-12

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
- Special Education Prek-8 and Special Education 7-12
14. Program report status:
- Initial Review
 - Response to One of the Following Decisions: Further Development Required or Recognition with Probation
 - Response to National Recognition With Conditions
15. Is your Educator Preparation Provider (EPP) seeking
- CAEP accreditation for the first time (initial accreditation)
 - Continuing CAEP accreditation
16. State Licensure data requirement on program completers disaggregated by specialty area with sub-area scores:
CAEP requires programs to provide completer performance data on state licensure examinations for completers who take the examination for the content field, if the state has a licensure testing requirement. Test information and data must be reported in Section IV. Does your state require such a test?
- Yes
 - No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of CEC Preparation Standards. (Response limited to 4,000 characters)

Certification requirements in Pennsylvania have gone through major changes in recent years. In 2013 the Pennsylvania Department of Education (PDE) implemented new certification bands and requirements. Special Education is not a stand-alone certification.

PDE changes to Special Education (SPLED) certification:

* SPLED no longer a stand-alone certification as of 2013 - SPLED must be dual with either: 1) elementary education. 2) Secondary education, 3) Reading Specialist certification.

Certification: PDE certification for PA - PK-8 AND/OR 9-12

The SPLED faculty used the new requirements as an opportunity to implement changes that will enhance the development our teacher candidates as well as meet the standards designed by PDE. Faculty reviewed each course and revised the content and added courses to meet the needs of new teacher candidates. All of our program courses align to the professional standards of the Council for Exceptional Children. Upon our internal review, courses were added to instruct about English Language Learners with Exceptional Learning Needs, and another course instructing students about typical language development and assistive and augmentative communication - both high and low tech. Another course was revised to provide students with a greater emphasis on the implementation of SPLED regulations in relation to needs of students across the ages to include the continuum of transitions from preschool all the way to the transition from high school to the workforce. Faculty also reviewed the prescribed general education courses and made changes to enhance the knowledge provided in specific courses. For example, the change was made from a course in Health and Human development to a course in Educational Psychology to allow students to get more in-depth knowledge of developmental areas and sequence of development across the PK and elementary years.

The SPLED faculty offers two pathways for the SPLED dual certification requirement. The first option was offered shortly after the PDE requirements were introduced. PDE has included certification as a Reading Specialist (along with completion of a SPLED degree) as qualifying one to teach special education in Pre-Kindergarten through high school settings and across exceptionalities. The undergraduate degree in SPLED requires 4 semesters of rigorous coursework combined with a series of related field experiences. While there is significant emphasis on the teaching of reading within these four semesters, additional in-depth study of reading at the graduate level will be highly valuable to SPLED majors, and the learners they teach, as will earning a reading specialist (RS) certificate. Course work and credits required to earn a reading specialist in a full-time course of study require two summers and an academic year post graduation to complete.

The second option for our students is a collaboration with the PK-4 general education program. Undergraduates in the PK-4 program select a SPLED minor—a set of courses taught by our faculty. We accept all eighteen credits from the minor toward our master's program. We call the program 4+1 because with the minor the PK-4 undergraduates are able to complete our master's program in a year. The program officially started in the summer of 2015. Students typically begin the program in the summer with two distance courses and then return to campus for residential classes during fall and spring.

The changes made to the SPLED program are substantial but the faculty strived to meet the standards while maintaining the rigor of the program and the commitment to field experiences yoked to courses and the courses' sequential, hierarchical order, so that teacher candidates received pedagogy, theory, and supervised field experiences that are directly linked to the courses in the same semester.

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)

General Overview: UNDDERGRADUATE PROGRAM

Early Field experience

- * 80 hours of volunteer hours required for entrance to major. 80 hours must be completed in two settings to reflect the breadth of special education.
- * SPLED 395W - observation visits across the semester to various settings for special education - 8 visits, 4 hours a visit = 48 hours.

Middle Experience

- * SPLED 495E - linked to SPLED 412 (Instructional Design) and SPLED 411, (Instruction of Students with Severe Disabilities). 6 weeks, 4 mornings a week (8-12), for a total of 96 hours
- * SPLED 495G - linked to SPLED 409A (Early Reading), 409B (Writing), and 409C (Math). 12 weeks, 4 mornings a week (8-12,) for a total of 192 hours.
- * TOTAL Middle Level field experience hours equal 288 hours

Student Teaching

- * Full time - full semester experience in one setting. 15 weeks full day.

General Overview: GRADUATE PROGRAM

Enter program with existing PA teaching certification - typically PK-4, but some have middle or secondary certifications as well. Because our graduate entrants already are certified, we require only one middle field experiences and student.

Middle Experience

- * SPLED 495E - linked to SPLED 512 (Instructional Design) and SPLED 411 (Instruction of students in with Severe Disabilities). 6 weeks, 4 mornings a week (8-12), for a total of 96 hours

Student Teaching

* Full semester experience in one setting. 15 weeks - full days three days a week, ½ day one day a week.

Explanation of each level/experience

Early field experience begins before the teacher candidate is accepted into the major. Teacher candidates must document two separate 40-hour experiences in two different settings with learners who have special needs. One experience should include learners with a different level of severity or function (e.g., mild/severe, young/adult) from those learners in the other experience. In the first semester after the student is accepted into the major there is an observational field experience paired with the introductory course for the undergraduate program. In class, the candidates are given an overview of their chosen profession, learn to define behavior, and learn about types of classrooms. The practicum provides observation at eight sites at community placements and classrooms demonstrating the range of ages and abilities a professional in special education may encounter.

At the Middle level experience, students begin with a practicum in a special education classroom that enables candidates to practice the effective instructional strategies learned in the course linked with the practicum_SPLED 412 (Instructional Design). A broad range of classroom settings and age ranges are used for placements for this practicum. The second middle level experience occurs the next semester in SPLED 495 G, which is linked to the three methods courses for the semester_SPLED 409A, SPLED 409B and SPLED 409C. SPLED 495G occurs in a general education setting and emphasizes planning and instruction. Teacher candidates collaborate with their general education cooperating teacher to target several students at risk for academic failure. Using progress-monitoring strategies, the candidates assess, analyze, plan and implement interventions for classroom students and graphs the data for pictorial display.

Student teaching is the culminating experience for all teacher candidates. BS candidates satisfy the requirement with SPLED 495F; M.Ed. and certification only candidates meet the requirement through SPLED 595B. Most SPLED 495F placements occurs in Altoona Pennsylvania, exposing teacher candidates to an urban environment with culturally diverse individuals, though some 495F and 595B candidates are also placed in the State College area.. Regardless of location, their placement, candidates are visited a minimum of six times during the semester by a trained supervisor.

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)

Entrance

Baccalaureate degree candidates must have at least 60 credits and meet Requirements 1-3 by the end of their fourth semester.

- . A minimum cumulative grade point average of 3.00
- . Qualifying scores from the PAPA or COR for Reading, Writing, and Math, or at least a score of 500 in each area of the SAT.
- . Documentation of at least 80 hours of experience with learners. SPLED candidates must document two separate 40-hour experiences in two different settings with learners who have special needs. One experience should include learners with cultural, social, or ethnic backgrounds different from the candidate's own.

Requirements 4-9 must be met by the end of the fourth semester, when students typically participate in the Entrance to Major process.

- . A grade of "C" or better in all specified courses,
- . Completion of a core of Education courses specified by the program,
- . Completion of additional credits as specified by the certification program.
- . Completion of at least 48 semester credit hours, including English 015 or 030, three credits of literature, and six credits of quantification.
- . Approval from the professional education adviser or the head of the pertinent certification program.

Graduate degree candidates must complete all requirements of the graduate school for entrance_Candidates must have at least a 3.0 and an existing PA teaching certification.

Retention

- . In the BS program, students must enter and maintain a GPA of 3.0 for each semester in the major. A grade of C or better is required of all SPLED courses in the major. GPA of B or better is required to remain in the program.

Exit Criteria

Eligibility for a teacher certificate is based on:

- . Successful completion of a baccalaureate degree.
- . A minimum cumulative grade point average of 3.0 at the end of the program of study
- . A grade of at least "C" or better in all SPLED courses, including practica.
- . Approval (a) by the pertinent program representative and (b) by the University Certification Officer.
- . Undergraduates earn a BS in Special Education and if they complete the joint Master's program with the Reading Specialist program, they will also receive an M.Ed. upon graduation and are eligible for certification as a Reading Specialist and a Special Education teacher (both PK-8 and 7-12 because RS is K-12).
- . Master's students earn a M.Ed. in Special Education and with their existing certification are eligible to test and then certify in Special Education PK-8.

Candidates for the BS in Special Education complete all requirements for graduation. Candidates complete (1) 45 credits of General Education courses (2) Cultural Diversity coursework, and (3) Writing Across Curriculum course. In addition, candidates complete Special Education requirements of the major that include 15 credits of General Education courses (PSY 100, PSY 212, EDPSY 101, and Math 200) and 12 credits of College of Education (EDPSY 10, EDPSY

14, EDPSY 421 and EDTHP 115). The Special Education program requires candidates to complete 61 credits in special education, SPLED 395W (3), SPLED 401 (4), SPLED 404 (3), SPLED 408 (3), SPLED 409 (9), SPLED 411 (3), SPLED 412 (4), SPLED 418 (2), SPLED 425 (4), SPLED 454 (4), SPLED 495E (3), SPLED 495F (15) and SPLED 495G (4).

Candidates in the M.Ed. complete all the requirements of the Graduate School. Of the 30 credits that the Graduate School requires candidates to earn, at least 18 credits must be in SPLED and 15 credits must be in 500 level coursework. The SPLED education program requires candidates to complete the SPLED 411, 419, 512, 525, 509A/B/C, 554, 573, 495E, and 595B. The entrance requirement to the program is an existing certification. Most graduate entrants come from the PSU PK-4 program, so the SPLED course from the SPLED minor are counted in the master's program. In addition, two of the courses (573 and 525) are offered as distance courses.

4. CEC initial or advanced Preparation Standards and Specialty Sets used

Initial Common Specialty Items(ICSI)
Individualized General Curriculum and Individualized Independence Curriculum (IGC-IIC)

5. 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.)

SPLED PK-8 and 7-12 Program Checksheet of Courses	Plan of Study for SPLED UG Program
Plan of Study for SPLED M ED Program	

See Attachment panel below.

6. 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.

7. Candidate Information

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

Program: M. Ed. degree at University Park		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾
2016-2017	6	6
2015-2016	8	7
2014-2015	8	5

Program: B.S. degree at University Park		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾

2016-2017	36	16
2015-2016	38	20
2014-2015	47	18

(2) CAEP 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.

8. Faculty Information

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

Faculty Member Name	Charles Hughes
Highest Degree, Field, & University ⁽³⁾	Ph.D. Special Education, University of Florida
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty teaching and research
Faculty Rank ⁽⁵⁾	Full Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Currently serve on 9 Editorial Boards for special education journals including Exceptional Children; Jeannette E. Fleischner Career Leadership Award, Council for Exceptional Children's Division for Learning Disabilities, 2014; Hughes, C.A. (2017, March). Explicit instruction: Effective and efficient teaching. Invited presentation/workshop at the 2017 General and Special Education Conference: Brain-based Science, Learning and Achievement, Seattle WA.: Hughes, C.A. Morris, J.R., & Therrien, W.J., Benson, S.K. (2017) Explicit Instruction: Historical and Contemporary Contexts. Learning Disabilities Research and Practice. 32,3. 1-9.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	6 years special education teacher: learning and behavioral disabilities 4 years consultant to classrooms for students with emotional and behavioral disabilities. State Department of Education (NC) 2 years educational evaluator and inclusion consultant.

Faculty Member Name	David L. Lee
Highest Degree, Field, & University ⁽³⁾	PhD Special Education Purdue University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	
Faculty Rank ⁽⁵⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Belfiore, P. J., & Lee, D. L. (2016). Shaping the field of general and special education: The role of evidence in practice and practice in dissemination. Journal of Evidence-Based Practices for Schools, 15, 138-150. U.S. Department of Education (2014-2017). " Supporting Early Adolescent Learning and Social Success across the Middle School Years: The SEALS II Intervention Development Program " # R305A140434. (Co-PI with Farmer & Hamm), \$ 1,497,389 President-Elect Council for Exceptional Children Division for Research
Teaching or other professional experience in	Consultant approximately 15 years (Reading Area School District)

P-12 schools ⁽⁹⁾	
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Faculty Member Name	Elizabeth Benedek-Wood
Highest Degree, Field, & University ⁽³⁾	Ph.D., Special Education, Penn State University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty in Special Education (Instructor of SPLED 400 and SPLED 403A), Coordinator of special education courses for non-special education majors (SPLED 400, 403A, 403B)
Faculty Rank ⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	CEC & P CEC member multiple conference presentations for both organizations (National and State), Recruitment Committee for Special Education Master's Program, Co-Advisor for Best Buddies at Penn State
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Special education teacher 3 years

Faculty Member Name	Jennifer L Frank
Highest Degree, Field, & University ⁽³⁾	PhD Educational Psychology, University of Wisconsin-Madison
Assignment: Indicate the role of the faculty member ⁽⁴⁾	SPLED 404 SPLED 500
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Institute for Education Sciences, Social and Behavioral Education Research Grant Review Panel Institute for Education Sciences, Education Research Cognition and Student Learning Panel
Teaching or other professional experience in P-12 schools ⁽⁹⁾	School Psychologist Consultant: State Department of Instruction (Wisconsin & Idaho)

Faculty Member Name	Jonte C. Taylor
Highest Degree, Field, & University ⁽³⁾	Ph.D. Special Education, Autism and Emotional/Behavioral Disorders, Auburn University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty, Special Education (University Park), SPLED 401, 504, 573, 461, 400, 500, 570
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations,	President - Science Education for Students with Disabilities (SESD-NSTA)

and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Exec Commte Council for Children with Behavior Disorders Organization and Review Board Kennedy Center VSA Conference
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Mental Health Tech 5yrs Lead Teacher (Treatment and Placement Facility) 3 yrs Behavior Coordinator (District Level) 1 yr Co-Director Autism/Behavior Clinic 3yrs

Faculty Member Name	Kaleena A. Selfridge
Highest Degree, Field, & University ⁽³⁾	PhD, Education of Students with Mental and Physical Handicaps, University of Pittsburgh
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty, Special education, University Park SPLED 400, SPLED 403A
Faculty Rank ⁽⁵⁾	FT1, Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	State level CEC Conference poster presentation (2015); Parent to Parent of PA peer supporter for parents of children with disabilities
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Elementary Special education teacher, 4.5 years

Faculty Member Name	Kathleen McKinnon
Highest Degree, Field, & University ⁽³⁾	Ph.D. in special education (emphasis in early intervention) from University of Pittsburgh
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty, Special Education Program, Penn State SPLED 395W, SPLED 495G, SPLED 595B, SPLED 521
Faculty Rank ⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	President, Pennsylvania chapter of Council for Exceptional Children Division for Early Childhood Co-chair of Pennsylvania State Interagency Coordinating Council for Early Intervention (SICC) COTE for SPLED program
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Special Education teacher, 3 years Early Intervention Specialist, 5 years

Faculty Member Name	Katie E. Hoffman
Highest Degree, Field, & University ⁽³⁾	Ph.D. Special Education, Penn State University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty, Special Education Program, Penn State Coordinator of the Online M. Ed. Special Education Program offered via the World Campus, instructor of special education courses

Faculty Rank ⁽⁵⁾	FT1 Instructor, Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	CEC and TED Member, CEC and TED Conference Presentations, PACTE Member
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Special education teacher 3 years

Faculty Member Name	Mary Catherine Scheeler
Highest Degree, Field, & University ⁽³⁾	Ph.D. Special Education Penn State University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty, Special Education Program, Penn State SPLED 425, SPLED 540, SPLED 530, SPLED 412, SPLED 801
Faculty Rank ⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	President, Council for Exceptional Children Teacher Education Division Member, High Leverage Practice Writing Team (CEC) Member, Teacher Education Division Executive Board
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Special Education Teacher, 7 years

Faculty Member Name	Pamela S. Wolfe
Highest Degree, Field, & University ⁽³⁾	PhD, University of Virginia, Special Education
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty UP, Research and teaching
Faculty Rank ⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Council for Exceptional Children; Division of Autism and Developmental Disabilities, TASH NCATE Board of Examiners Program Director, Professional Autism Certificate Publications
Teaching or other professional experience in P-12 schools ⁽⁹⁾	3 years

Faculty Member Name	Richard M. Kubina Jr.

Highest Degree, Field, & University ⁽³⁾	Ph.D., Special Education, The Ohio State University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty member
Faculty Rank ⁽⁵⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Kubina, R. M., Kostewicz, D. E., Brennan, K. M., & King, S. A. (2017). A Critical Review of Line Graphs in Behavior Analytic Journals. <i>Educational Psychology Review</i> , 29, 583-598. DOI 10.1007/s10648-015- 9339-x Kubina, R. M., Yurich, K. L., Durica, K. C., & Healy, N. M. (2016). Developing behavioral fluency with movement cycles using SAFMEDS. <i>Journal of Behavioral Education</i> , 25, 120-141. Polyak, A., Kubina, R. M., & Girirajan, S. (2015). Comorbidity of intellectual disability confounds ascertainment of autism: Implications for genetic diagnosis. <i>American Journal of Medical Genetics (Part B)</i> 9999, 1-9.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Special education teacher, 3 years. Held an State of Ohio Teaching Certificate: Specific Learning Disabilities, Department of Education, Columbus, OH (1999-2004)

(3) For example, PhD in Curriculum & Instruction, University of Nebraska.

(4) For example, faculty, clinical supervisor, department chair, administrator

(5) For example, professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by CAEP as a systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(8) For example, officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, in-service training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification (s) held, if any.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the CEC 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.

- In this section, list the 6-8 assessments that are being submitted as evidence for meeting the CEC 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. (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment (12)	Type or Form of Assessment (13)	When the Assessment Is Administered (14)
Assessment #1: Licensure assessment, or other content-based assessment (required)	Pennsylvania Educator Certification Tests (PECT)	standardized	Anytime junior year or beyond-recommend after 7th semester
Assessment #2: Assessment of content knowledge in special education (required)	Data based decision making project (change project)	Classroom research- develop and implement assessment and intervention with classroom student	As part of 495F and 595B, student teaching classes in last semester of program
Assessment #3: Assessment of candidate ability to plan instruction (required)	Reflection of instructional design of lesson and Implementation	Lesson plan and reflection of explicit instruction lesson taught to classroom students	As part of practicum course SPLED 495W in Spring semester junior year and fall for grads
Assessment #4: Assessment of student teaching (required)	Student teaching evaluation	Summative Performance based rating of teacher candidate	Last semester in program- could be spring semester senior year, spring semester, fifth year, or spring semester first year of one year graduate program
Assessment #5: Assessment of candidate effect on student learning (required)	Writing project with struggling student	Case study, showing impact of intervention on learner	As part of classes 409B/509, fall semester senior year, developed to teach strategies for struggling learners.
Assessment #6: Additional assessment that addresses CEC standards (required)	Reading Instruction for Students who use Augmentative and Alternative Communication	Case study using strategies, AT and adaptations to assist reading instruction	As part of classes 418/419, Fall semester senior year; first semester in grad program

Assessment #7: Additional assessment that addresses CEC standards (optional)	Evaluation Report	Case study- reviewing and using multiple data sources for writing evaluation report	As part of class, 454/554 spring semester junior year; first semester in grad program
Assessment #8: Additional assessment that addresses CEC standards (optional)	Application Activity Final	Application activity-	Ask part of classes,401 and 504 Fall semester junior year; first semester in grad program

(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).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

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

1. FIELD EXPERIENCES AND CLINICAL PRACTICE STANDARD

Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals.

Information should be provided in Section I (Context) to address this standard.

2. Standard 1: Learner Development and Individual Learning Differences

#1 #2 #3 #4 #5 #6 #7 #8

Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

(1.1) Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

(1.2) Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

#1	#2	#3	#4	#5	#6	#7	#8
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

3. Standard 2: Learning Environments

#1 #2 #3 #4 #5 #6 #7 #8

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

(2.1) Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

(2.2) Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

#1	#2	#3	#4	#5	#6	#7	#8
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

(2.3) Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

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4. Standard 3: Curricular Content Knowledge

#1 #2 #3 #4 #5 #6 #7 #8

Beginning special education professionals use knowledge of general⁽¹⁵⁾ and specialized⁽¹⁶⁾ curricula to individualize learning for individuals with exceptionalities.

(3.1) Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities

(3.2) Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities

(3.3) Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(15) As used, "general curricula", means the academic content of the general curriculum including math, reading, English/language arts, science, social studies, and the arts.

(16) As used, "specialized curricula" means the content of specialized interventions or sets of interventions including, but not limited to academic, strategic, communicative, social, emotional, and independence curricula.

5. Standard 4: Assessment

#1 #2 #3 #4 #5 #6 #7 #8

Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

(4.1) Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias

(4.2) Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities

(4.3) Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities

(4.4) Beginning special education professionals

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

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6. Standard 5: Instructional Planning and Strategies

#1 #2 #3 #4 #5 #6 #7 #8

Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies ⁽¹⁵⁾ to advance learning of individuals with exceptionalities.

(5.1) Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

(5.2) Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

(5.3) Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

(5.4) Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities

(5.5) Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams

(5.6) Beginning special education professionals teach to mastery and promote generalization of learning.

(5.7) Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

	✓	✓		✓	✓		

(17) Instructional strategies, as used throughout this form, include intervention used in academic and specialized curricula.

7. Standard 6: Professional Learning and Ethical Practice

#1 #2 #3 #4 #5 #6 #7 #8

Beginning special education professionals use

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foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

(6.1) Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice

(6.2) Beginning special education professionals understand how foundational knowledge and current issues influence professional practice

(6.3) Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services

(6.4) Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

(6.5) Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring

(6.6) Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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8. Standard 7: Collaboration

#1 #2 #3 #4 #5 #6 #7 #8

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

(7.1) Beginning special education professionals use the theory and elements of effective collaboration

(7.2) Beginning special education professionals serve as a collaborative resource to colleagues

(7.3) Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: For each program assessment listed in Section II, use one file to provide a description of the assessment of not more than two pages along with the program assessment, scoring rubric, and data tables.

Taken as a whole, the program assessments must demonstrate candidate mastery of the CEC Preparation Standards. The program assessments used must be required of all candidates. Assessments, scoring guides/rubrics, and data should be aligned with the CEC Preparation Standards. This means that the concepts in the CEC Preparation Standards should be apparent in the program assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the CEC Preparation Standards. Data should also be aligned with the CEC Preparation Standards. The data should be presented at the same level it is collected. For example, if a rubric is used to collect data on several elements each relating to specific CEC Preparation Standard, then the data should report the data on each of the elements rather than reporting a single cumulative score.

In the description of each program assessment below, CEC has identified potential program assessments that would be appropriate. Program assessments have been organized into the following three areas to be aligned with the elements in CAEP Standard 1:

- Content knowledge (Program assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Program assessments 3 and 4)
- Focus on student learning (Program assessment 5)

While faculty may align state credentialing assessment (Program Assessment 1) to numerous CEC Preparation Standards, it may not be cited as the sole assessment for any CEC Preparation Standards.

Note that in special education, the primary content knowledge for the professional discipline includes and is inextricable from professional knowledge. Therefore, program assessments that combine content and professional knowledge will be considered "content knowledge" assessments for the purpose of this report.

For each program assessment, the report developer should prepare one document that includes the following items :

(1) Two-page narrative including:

- A brief description of the program assessment and its use in the program;
- A description of how this program assessment specifically aligns with the standards for which it is cited in Section III. Cite CEC Preparation Standards by number, title, and/or standard wording.
- A brief analysis of the data findings;
- An interpretation of how that data provides evidence for meeting standards, indicating the specific CEC Preparation Standards by number, title, and/or standard wording;

(2) Program assessment documentation including:

- The program assessment tool itself or a rich description of the program assessment (often the directions given to candidates);
 - The scoring guide or rubric for the program assessment; and
 - Candidate performance data derived from the program assessment in tables that display the scores in alignment with the CEC Preparation Standards.
- The responses for e, f, and g (above) routinely should be limited to the equivalent of five text pages each. Exceptionally, some program assessment instruments or scoring guides/rubrics may go beyond five pages.

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)

Improvements to candidate performance and program:

Content Knowledge

The Penn State Special Education program plan of study is an intentionally designed hierarchal sequence of courses with linked field experience to prepare our teacher candidates to teach anywhere in Pennsylvania. Comments from previous reviewers indicate that the Penn State Special Education uses the CEC standards and specialty sets to inform course planning and activities. The program continues to evolve since the sweeping changings brought about by Pennsylvania state certification changes and described in the last iteration of accreditation. The loss of the stand-alone special education classes had a dramatic effect on the number of students we prepare in our undergraduate special education program. Our College and our faculty have continued to focus on providing excellent preparation and experiences for our teacher candidates. We are fortunate that our College shares our mission. One of the other changes from the state changes other than no more stand along special education is the requirement that all teacher preparation programs increase special education content in other teacher certification programs.

Using the state guideline of objectives CEC initial teacher preparation standards, we developed specialized courses to meet the state requirements. The special education program also developed a minor in special education that provided general education student to take additional credits beyond the state mandate increased the number of credits would be included in the minor. The additional special education courses were courses from our program already informed by the CEC standards. Very soon after the minor began, we received inquiries about a pathway to a master's degree in special education. A 4+1 program was developed linking students from the SPLED minor to a master's degree program for initial certification. The initial certification Master's program was developed with the same intentionality and link to our undergraduate preparation and CEC initial teacher preparation standards the program is fairly new, but the numbers are growing as indicated by the completer data in assessment One and the other key assessments as well. Since the last review, we have become more systematic about data collection of our key assessments and use a spring retreat to review yearly results and discuss possible changes. Our internal changes with the 4+1 are also discussed, and the data from key assessments added to the formation of the plan of study for the 4+1.

Professional and pedagogical knowledge, skills, and dispositions

Each field experience in the undergraduate and graduate programs assess teacher candidate professionalism with the same form that highlights professional behavior. The field experience mentor, student, and University supervisor complete the form for the midterm conference in each experience as a goal setting opportunity for improvement. At the end of each experience, the mentor and University supervisor complete the same form as part of the field experience evaluation. In student teaching the Penn State teacher evaluation used for Standard four of our assessment includes many of the same behaviors in the professionalism and communication sections of the student teaching evaluation. The student teaching evaluation also directly assess candidate pedagogical knowledge. The program uses the same procedure in student teaching with the midterm as a goal setting opportunity using the student teaching evaluation as a guide. The Penn State teacher evaluation form uses domains in line with the CEC initial teaching preparation standards. The Penn State Special Education faculty have included instruction about disposition for teaching in coursework. Teacher candidates complete a self-evaluation of dispositions for teaching each semester for their reflection and goal setting as they move toward their teaching career. We share the self-evaluation form with students each semester in the field experience seminar. We do not collect or review student responses as it is their self-evaluation of their growth.

Impact on student learning

Candidates in all of the PSU Special Education Programs have three opportunities to have a direct impact on PK-12 learners. In the pre-student teaching practicum, teacher candidates at all levels are in special education settings planning and implementing scripted lessons appropriate for students in the setting. University supervisors observe the lessons and provide feedback to the candidate. Classroom students benefit from the additional and systematic instruction. In another pre-student teaching practicum, SPLED 495G, teacher candidates work in general education classrooms. Over a 10-week period (12 hours per week) they work with at-risk students and serve as a classroom resource for the general education teacher. Teacher candidates, in consultation with the general education teacher, identify an at-risk student for an academic intervention. The teacher candidate then develops a curriculum-based measurement in that area, implements instruction, collects data, and modifies instruction as necessary. The impact of the intervention is reported at a team meeting with teachers. Information provided by the teacher candidate serves to assist team members in the core and related services in making plans for future interventions or referrals. The candidate also formally observes the meeting and reports back on collaboration and communication skills used by team members at the meeting. In the semester of student teaching the candidates at all levels implement the data-driven instruction process in a special education setting with a group of diverse learners. The candidate assesses and monitors the impact on learning over a 10-12 week period. The information is then used as updates for the classroom student's IEP. In two

different semesters, candidates apply the knowledge and skills of curriculum-based assessment, progress monitoring, and data-driven decision-making in classroom settings. These opportunities provide impact on learning for PK-12 students as the teacher candidates monitor progress, graph the performance and develop interventions.

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

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the CAEP website at <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur>

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the CAEP website at <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur>

(Response limited to 24,000 characters.)

Please click "Next"

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

Program Report for the Preparation of Special Education Teachers Council for Exceptional Children (CEC) 2012 Standards - Option A

NCATE approved the CEC Standards in 2012. Beginning in Spring 2015, programs submitting reports must use the 2012 standards.

COVER SHEET

1. Institution Name

The Pennsylvania State University

2. State

Pennsylvania

3. Date submitted

MM DD YYYY

09 / 15 / 2017

4. Report Preparer's Information:

Name of Preparer:

Kathleen McKinnon

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Ext.

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5. CAEP Coordinator's Information:

Name:

Rayne Sperling

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E-mail:

rsd7@psu.edu

6. Name of institution's program

The Pennsylvania State University

7. CAEP Category

Special Education-General Curriculum

8. Grade levels⁽¹⁾ and Exceptionalities/Severity Levels for which candidates are being prepared

PK -8 and 7-12

(1) e.g. K-6, K-12

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
- Special Education Prek-8 and Special Education 7-12
14. Program report status:
- Initial Review
 - Response to One of the Following Decisions: Further Development Required or Recognition with Probation
 - Response to National Recognition With Conditions
15. Is your Educator Preparation Provider (EPP) seeking
- CAEP accreditation for the first time (initial accreditation)
 - Continuing CAEP accreditation
16. State Licensure data requirement on program completers disaggregated by specialty area with sub-area scores:
CAEP requires programs to provide completer performance data on state licensure examinations for completers who take the examination for the content field, if the state has a licensure testing requirement. Test information and data must be reported in Section IV. Does your state require such a test?
- Yes
 - No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of CEC Preparation Standards. (Response limited to 4,000 characters)

Certification requirements in Pennsylvania have gone through major changes in recent years. In 2013 the Pennsylvania Department of Education (PDE) implemented new certification bands and requirements. Special Education is not a stand-alone certification.

PDE changes to Special Education (SPLED) certification:

* SPLED no longer a stand-alone certification as of 2013 - SPLED must be dual with either: 1) elementary education. 2) Secondary education, 3) Reading Specialist certification.

Certification: PDE certification for PA - PK-8 AND/OR 9-12

The SPLED faculty used the new requirements as an opportunity to implement changes that will enhance the development our teacher candidates as well as meet the standards designed by PDE. Faculty reviewed each course and revised the content and added courses to meet the needs of new teacher candidates. All of our program courses align to the professional standards of the Council for Exceptional Children. Upon our internal review, courses were added to instruct about English Language Learners with Exceptional Learning Needs, and another course instructing students about typical language development and assistive and augmentative communication - both high and low tech. Another course was revised to provide students with a greater emphasis on the implementation of SPLED regulations in relation to needs of students across the ages to include the continuum of transitions from preschool all the way to the transition from high school to the workforce. Faculty also reviewed the prescribed general education courses and made changes to enhance the knowledge provided in specific courses. For example, the change was made from a course in Health and Human development to a course in Educational Psychology to allow students to get more in-depth knowledge of developmental areas and sequence of development across the PK and elementary years.

The SPLED faculty offers two pathways for the SPLED dual certification requirement. The first option was offered shortly after the PDE requirements were introduced. PDE has included certification as a Reading Specialist (along with completion of a SPLED degree) as qualifying one to teach special education in Pre-Kindergarten through high school settings and across exceptionalities. The undergraduate degree in SPLED requires 4 semesters of rigorous coursework combined with a series of related field experiences. While there is significant emphasis on the teaching of reading within these four semesters, additional in-depth study of reading at the graduate level will be highly valuable to SPLED majors, and the learners they teach, as will earning a reading specialist (RS) certificate. Course work and credits required to earn a reading specialist in a full-time course of study require two summers and an academic year post graduation to complete.

The second option for our students is a collaboration with the PK-4 general education program. Undergraduates in the PK-4 program select a SPLED minor—a set of courses taught by our faculty. We accept all eighteen credits from the minor toward our master's program. We call the program 4+1 because with the minor the PK-4 undergraduates are able to complete our master's program in a year. The program officially started in the summer of 2015. Students typically begin the program in the summer with two distance courses and then return to campus for residential classes during fall and spring.

The changes made to the SPLED program are substantial but the faculty strived to meet the standards while maintaining the rigor of the program and the commitment to field experiences yoked to courses and the courses' sequential, hierarchical order, so that teacher candidates received pedagogy, theory, and supervised field experiences that are directly linked to the courses in the same semester.

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)

General Overview: UNDDERGRADUATE PROGRAM

Early Field experience

- * 80 hours of volunteer hours required for entrance to major. 80 hours must be completed in two settings to reflect the breadth of special education.
- * SPLED 395W - observation visits across the semester to various settings for special education - 8 visits, 4 hours a visit = 48 hours.

Middle Experience

- * SPLED 495E - linked to SPLED 412 (Instructional Design) and SPLED 411, (Instruction of Students with Severe Disabilities). 6 weeks, 4 mornings a week (8-12), for a total of 96 hours
- * SPLED 495G - linked to SPLED 409A (Early Reading), 409B (Writing), and 409C (Math). 12 weeks, 4 mornings a week (8-12,) for a total of 192 hours.
- * TOTAL Middle Level field experience hours equal 288 hours

Student Teaching

- * Full time - full semester experience in one setting. 15 weeks full day.

General Overview: GRADUATE PROGRAM

Enter program with existing PA teaching certification - typically PK-4, but some have middle or secondary certifications as well. Because our graduate entrants already are certified, we require only one middle field experiences and student.

Middle Experience

- * SPLED 495E - linked to SPLED 512 (Instructional Design) and SPLED 411 (Instruction of students in with Severe Disabilities). 6 weeks, 4 mornings a week (8-12), for a total of 96 hours

Student Teaching

* Full semester experience in one setting. 15 weeks - full days three days a week, ½ day one day a week.

Explanation of each level/experience

Early field experience begins before the teacher candidate is accepted into the major. Teacher candidates must document two separate 40-hour experiences in two different settings with learners who have special needs. One experience should include learners with a different level of severity or function (e.g., mild/severe, young/adult) from those learners in the other experience. In the first semester after the student is accepted into the major there is an observational field experience paired with the introductory course for the undergraduate program. In class, the candidates are given an overview of their chosen profession, learn to define behavior, and learn about types of classrooms. The practicum provides observation at eight sites at community placements and classrooms demonstrating the range of ages and abilities a professional in special education may encounter.

At the Middle level experience, students begin with a practicum in a special education classroom that enables candidates to practice the effective instructional strategies learned in the course linked with the practicum_SPLED 412 (Instructional Design). A broad range of classroom settings and age ranges are used for placements for this practicum. The second middle level experience occurs the next semester in SPLED 495 G, which is linked to the three methods courses for the semester_SPLED 409A, SPLED 409B and SPLED 409C. SPLED 495G occurs in a general education setting and emphasizes planning and instruction. Teacher candidates collaborate with their general education cooperating teacher to target several students at risk for academic failure. Using progress-monitoring strategies, the candidates assess, analyze, plan and implement interventions for classroom students and graphs the data for pictorial display.

Student teaching is the culminating experience for all teacher candidates. BS candidates satisfy the requirement with SPLED 495F; M.Ed. and certification only candidates meet the requirement through SPLED 595B. Most SPLED 495F placements occurs in Altoona Pennsylvania, exposing teacher candidates to an urban environment with culturally diverse individuals, though some 495F and 595B candidates are also placed in the State College area.. Regardless of location, their placement, candidates are visited a minimum of six times during the semester by a trained supervisor.

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)

Entrance

Baccalaureate degree candidates must have at least 60 credits and meet Requirements 1-3 by the end of their fourth semester.

- . A minimum cumulative grade point average of 3.00
- . Qualifying scores from the PAPA or COR for Reading, Writing, and Math, or at least a score of 500 in each area of the SAT.
- . Documentation of at least 80 hours of experience with learners. SPLED candidates must document two separate 40-hour experiences in two different settings with learners who have special needs. One experience should include learners with cultural, social, or ethnic backgrounds different from the candidate's own.

Requirements 4-9 must be met by the end of the fourth semester, when students typically participate in the Entrance to Major process.

- . A grade of "C" or better in all specified courses,
- . Completion of a core of Education courses specified by the program,
- . Completion of additional credits as specified by the certification program.
- . Completion of at least 48 semester credit hours, including English 015 or 030, three credits of literature, and six credits of quantification.
- . Approval from the professional education adviser or the head of the pertinent certification program.

Graduate degree candidates must complete all requirements of the graduate school for entrance_Candidates must have at least a 3.0 and an existing PA teaching certification.

Retention

- . In the BS program, students must enter and maintain a GPA of 3.0 for each semester in the major. A grade of C or better is required of all SPLED courses in the major. GPA of B or better is required to remain in the program.

Exit Criteria

Eligibility for a teacher certificate is based on:

- . Successful completion of a baccalaureate degree.
- . A minimum cumulative grade point average of 3.0 at the end of the program of study
- . A grade of at least "C" or better in all SPLED courses, including practica.
- . Approval (a) by the pertinent program representative and (b) by the University Certification Officer.
- . Undergraduates earn a BS in Special Education and if they complete the joint Master's program with the Reading Specialist program, they will also receive an M.Ed. upon graduation and are eligible for certification as a Reading Specialist and a Special Education teacher (both PK-8 and 7-12 because RS is K-12).
- . Master's students earn a M.Ed. in Special Education and with their existing certification are eligible to test and then certify in Special Education PK-8.

Candidates for the BS in Special Education complete all requirements for graduation. Candidates complete (1) 45 credits of General Education courses (2) Cultural Diversity coursework, and (3) Writing Across Curriculum course. In addition, candidates complete Special Education requirements of the major that include 15 credits of General Education courses (PSY 100, PSY 212, EDPSY 101, and Math 200) and 12 credits of College of Education (EDPSY 10, EDPSY

14, EDPSY 421 and EDTHP 115). The Special Education program requires candidates to complete 61 credits in special education, SPLED 395W (3), SPLED 401 (4), SPLED 404 (3), SPLED 408 (3), SPLED 409 (9), SPLED 411 (3), SPLED 412 (4), SPLED 418 (2), SPLED 425 (4), SPLED 454 (4), SPLED 495E (3), SPLED 495F (15) and SPLED 495G (4).

Candidates in the M.Ed. complete all the requirements of the Graduate School. Of the 30 credits that the Graduate School requires candidates to earn, at least 18 credits must be in SPLED and 15 credits must be in 500 level coursework. The SPLED education program requires candidates to complete the SPLED 411, 419, 512, 525, 509A/B/C, 554, 573, 495E, and 595B. The entrance requirement to the program is an existing certification. Most graduate entrants come from the PSU PK-4 program, so the SPLED course from the SPLED minor are counted in the master's program. In addition, two of the courses (573 and 525) are offered as distance courses.

4. CEC initial or advanced Preparation Standards and Specialty Sets used

Initial Common Specialty Items(ICSI)
Individualized General Curriculum and Individualized Independence Curriculum (IGC-IIC)

5. 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.)

SPLED PK-8 and 7-12 Program Checksheet of Courses	Plan of Study for SPLED UG Program
Plan of Study for SPLED M ED Program	

See Attachment panel below.

6. 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.

7. Candidate Information

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

Program: M. Ed. degree at University Park		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾
2016-2017	6	6
2015-2016	8	7
2014-2015	8	5

Program: B.S. degree at University Park		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾

2016-2017	36	16
2015-2016	38	20
2014-2015	47	18

(2) CAEP 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.

8. Faculty Information

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

Faculty Member Name	Charles Hughes
Highest Degree, Field, & University ⁽³⁾	Ph.D. Special Education, University of Florida
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty teaching and research
Faculty Rank ⁽⁵⁾	Full Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Currently serve on 9 Editorial Boards for special education journals including Exceptional Children; Jeannette E. Fleischner Career Leadership Award, Council for Exceptional Children's Division for Learning Disabilities, 2014; Hughes, C.A. (2017, March). Explicit instruction: Effective and efficient teaching. Invited presentation/workshop at the 2017 General and Special Education Conference: Brain-based Science, Learning and Achievement, Seattle WA.: Hughes, C.A. Morris, J.R., & Therrien, W.J., Benson, S.K. (2017) Explicit Instruction: Historical and Contemporary Contexts. Learning Disabilities Research and Practice. 32,3. 1-9.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	6 years special education teacher: learning and behavioral disabilities 4 years consultant to classrooms for students with emotional and behavioral disabilities. State Department of Education (NC) 2 years educational evaluator and inclusion consultant.

Faculty Member Name	David L. Lee
Highest Degree, Field, & University ⁽³⁾	PhD Special Education Purdue University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	
Faculty Rank ⁽⁵⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Belfiore, P. J., & Lee, D. L. (2016). Shaping the field of general and special education: The role of evidence in practice and practice in dissemination. Journal of Evidence-Based Practices for Schools, 15, 138-150. U.S. Department of Education (2014-2017). " Supporting Early Adolescent Learning and Social Success across the Middle School Years: The SEALS II Intervention Development Program " # R305A140434. (Co-PI with Farmer & Hamm), \$ 1,497,389 President-Elect Council for Exceptional Children Division for Research
Teaching or other professional experience in	Consultant approximately 15 years (Reading Area School District)

P-12 schools ⁽⁹⁾	
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Faculty Member Name	Elizabeth Benedek-Wood
Highest Degree, Field, & University ⁽³⁾	Ph.D., Special Education, Penn State University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty in Special Education (Instructor of SPLED 400 and SPLED 403A), Coordinator of special education courses for non-special education majors (SPLED 400, 403A, 403B)
Faculty Rank ⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	CEC & P CEC member multiple conference presentations for both organizations (National and State), Recruitment Committee for Special Education Master's Program, Co-Advisor for Best Buddies at Penn State
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Special education teacher 3 years

Faculty Member Name	Jennifer L Frank
Highest Degree, Field, & University ⁽³⁾	PhD Educational Psychology, University of Wisconsin-Madison
Assignment: Indicate the role of the faculty member ⁽⁴⁾	SPLED 404 SPLED 500
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Institute for Education Sciences, Social and Behavioral Education Research Grant Review Panel Institute for Education Sciences, Education Research Cognition and Student Learning Panel
Teaching or other professional experience in P-12 schools ⁽⁹⁾	School Psychologist Consultant: State Department of Instruction (Wisconsin & Idaho)

Faculty Member Name	Jonte C. Taylor
Highest Degree, Field, & University ⁽³⁾	Ph.D. Special Education, Autism and Emotional/Behavioral Disorders, Auburn University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty, Special Education (University Park), SPLED 401, 504, 573, 461, 400, 500, 570
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations,	President - Science Education for Students with Disabilities (SESD-NSTA)

and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Exec Commte Council for Children with Behavior Disorders Organization and Review Board Kennedy Center VSA Conference
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Mental Health Tech 5yrs Lead Teacher (Treatment and Placement Facility) 3 yrs Behavior Coordinator (District Level) 1 yr Co-Director Autism/Behavior Clinic 3yrs

Faculty Member Name	Kaleena A. Selfridge
Highest Degree, Field, & University ⁽³⁾	PhD, Education of Students with Mental and Physical Handicaps, University of Pittsburgh
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty, Special education, University Park SPLED 400, SPLED 403A
Faculty Rank ⁽⁵⁾	FT1, Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	State level CEC Conference poster presentation (2015); Parent to Parent of PA peer supporter for parents of children with disabilities
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Elementary Special education teacher, 4.5 years

Faculty Member Name	Kathleen McKinnon
Highest Degree, Field, & University ⁽³⁾	Ph.D. in special education (emphasis in early intervention) from University of Pittsburgh
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty, Special Education Program, Penn State SPLED 395W, SPLED 495G, SPLED 595B, SPLED 521
Faculty Rank ⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	President, Pennsylvania chapter of Council for Exceptional Children Division for Early Childhood Co-chair of Pennsylvania State Interagency Coordinating Council for Early Intervention (SICC) COTE for SPLED program
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Special Education teacher, 3 years Early Intervention Specialist, 5 years

Faculty Member Name	Katie E. Hoffman
Highest Degree, Field, & University ⁽³⁾	Ph.D. Special Education, Penn State University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty, Special Education Program, Penn State Coordinator of the Online M. Ed. Special Education Program offered via the World Campus, instructor of special education courses

Faculty Rank ⁽⁵⁾	FT1 Instructor, Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	CEC and TED Member, CEC and TED Conference Presentations, PACTE Member
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Special education teacher 3 years

Faculty Member Name	Mary Catherine Scheeler
Highest Degree, Field, & University ⁽³⁾	Ph.D. Special Education Penn State University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty, Special Education Program, Penn State SPLED 425, SPLED 540, SPLED 530, SPLED 412, SPLED 801
Faculty Rank ⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	President, Council for Exceptional Children Teacher Education Division Member, High Leverage Practice Writing Team (CEC) Member, Teacher Education Division Executive Board
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Special Education Teacher, 7 years

Faculty Member Name	Pamela S. Wolfe
Highest Degree, Field, & University ⁽³⁾	PhD, University of Virginia, Special Education
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty UP, Research and teaching
Faculty Rank ⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Council for Exceptional Children; Division of Autism and Developmental Disabilities, TASH NCATE Board of Examiners Program Director, Professional Autism Certificate Publications
Teaching or other professional experience in P-12 schools ⁽⁹⁾	3 years

Faculty Member Name	Richard M. Kubina Jr.
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Highest Degree, Field, & University ⁽³⁾	Ph.D., Special Education, The Ohio State University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty member
Faculty Rank ⁽⁵⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Kubina, R. M., Kostewicz, D. E., Brennan, K. M., & King, S. A. (2017). A Critical Review of Line Graphs in Behavior Analytic Journals. <i>Educational Psychology Review</i> , 29, 583-598. DOI 10.1007/s10648-015- 9339-x Kubina, R. M., Yurich, K. L., Durica, K. C., & Healy, N. M. (2016). Developing behavioral fluency with movement cycles using SAFMEDS. <i>Journal of Behavioral Education</i> , 25, 120-141. Polyak, A., Kubina, R. M., & Girirajan, S. (2015). Comorbidity of intellectual disability confounds ascertainment of autism: Implications for genetic diagnosis. <i>American Journal of Medical Genetics (Part B)</i> 9999, 1-9.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Special education teacher, 3 years. Held an State of Ohio Teaching Certificate: Specific Learning Disabilities, Department of Education, Columbus, OH (1999-2004)

(3) For example, PhD in Curriculum & Instruction, University of Nebraska.

(4) For example, faculty, clinical supervisor, department chair, administrator

(5) For example, professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by CAEP as a systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(8) For example, officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, in-service training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification (s) held, if any.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the CEC 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.

- In this section, list the 6-8 assessments that are being submitted as evidence for meeting the CEC 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. (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment (12)	Type or Form of Assessment (13)	When the Assessment Is Administered (14)
Assessment #1: Licensure assessment, or other content-based assessment (required)	Pennsylvania Educator Certification Tests (PECT)	standardized	Anytime junior year or beyond-recommend after 7th semester
Assessment #2: Assessment of content knowledge in special education (required)	Data based decision making project (change project)	Classroom research- develop and implement assessment and intervention with classroom student	As part of 495F and 595B, student teaching classes in last semester of program
Assessment #3: Assessment of candidate ability to plan instruction (required)	Reflection of instructional design of lesson and Implementation	Lesson plan and reflection of explicit instruction lesson taught to classroom students	As part of practicum course SPLED 495W in Spring semester junior year and fall for grads
Assessment #4: Assessment of student teaching (required)	Student teaching evaluation	Summative Performance based rating of teacher candidate	Last semester in program- could be spring semester senior year, spring semester, fifth year, or spring semester first year of one year graduate program
Assessment #5: Assessment of candidate effect on student learning (required)	Writing project with struggling student	Case study, showing impact of intervention on learner	As part of classes 409B/509, fall semester senior year, developed to teach strategies for struggling learners.
Assessment #6: Additional assessment that addresses CEC standards (required)	Reading Instruction for Students who use Augmentative and Alternative Communication	Case study using strategies, AT and adaptations to assist reading instruction	As part of classes 418/419, Fall semester senior year; first semester in grad program

Assessment #7: Additional assessment that addresses CEC standards (optional)	Evaluation Report	Case study- reviewing and using multiple data sources for writing evaluation report	As part of class, 454/554 spring semester junior year; first semester in grad program
Assessment #8: Additional assessment that addresses CEC standards (optional)	Application Activity Final	Application activity-	Ask part of classes,401 and 504 Fall semester junior year; first semester in grad program

(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).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

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

1. FIELD EXPERIENCES AND CLINICAL PRACTICE STANDARD

Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals.

Information should be provided in Section I (Context) to address this standard.

2. Standard 1: Learner Development and Individual Learning Differences

#1 #2 #3 #4 #5 #6 #7 #8

Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

(1.1) Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

(1.2) Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

#1	#2	#3	#4	#5	#6	#7	#8
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

3. Standard 2: Learning Environments

#1 #2 #3 #4 #5 #6 #7 #8

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

(2.1) Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

(2.2) Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

#1	#2	#3	#4	#5	#6	#7	#8
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

(2.3) Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

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4. Standard 3: Curricular Content Knowledge

#1 #2 #3 #4 #5 #6 #7 #8

Beginning special education professionals use knowledge of general⁽¹⁵⁾ and specialized⁽¹⁶⁾ curricula to individualize learning for individuals with exceptionalities.

(3.1) Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities

(3.2) Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities

(3.3) Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(15) As used, "general curricula", means the academic content of the general curriculum including math, reading, English/language arts, science, social studies, and the arts.

(16) As used, "specialized curricula" means the content of specialized interventions or sets of interventions including, but not limited to academic, strategic, communicative, social, emotional, and independence curricula.

5. Standard 4: Assessment

#1 #2 #3 #4 #5 #6 #7 #8

Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

(4.1) Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias

(4.2) Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities

(4.3) Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities

(4.4) Beginning special education professionals

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

(6.1) Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice

(6.2) Beginning special education professionals understand how foundational knowledge and current issues influence professional practice

(6.3) Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services

(6.4) Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

(6.5) Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring

(6.6) Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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8. Standard 7: Collaboration

#1 #2 #3 #4 #5 #6 #7 #8

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

(7.1) Beginning special education professionals use the theory and elements of effective collaboration

(7.2) Beginning special education professionals serve as a collaborative resource to colleagues

(7.3) Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: For each program assessment listed in Section II, use one file to provide a description of the assessment of not more than two pages along with the program assessment, scoring rubric, and data tables.

Taken as a whole, the program assessments must demonstrate candidate mastery of the CEC Preparation Standards. The program assessments used must be required of all candidates. Assessments, scoring guides/rubrics, and data should be aligned with the CEC Preparation Standards. This means that the concepts in the CEC Preparation Standards should be apparent in the program assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the CEC Preparation Standards. Data should also be aligned with the CEC Preparation Standards. The data should be presented at the same level it is collected. For example, if a rubric is used to collect data on several elements each relating to specific CEC Preparation Standard, then the data should report the data on each of the elements rather than reporting a single cumulative score.

In the description of each program assessment below, CEC has identified potential program assessments that would be appropriate. Program assessments have been organized into the following three areas to be aligned with the elements in CAEP Standard 1:

- Content knowledge (Program assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Program assessments 3 and 4)
- Focus on student learning (Program assessment 5)

While faculty may align state credentialing assessment (Program Assessment 1) to numerous CEC Preparation Standards, it may not be cited as the sole assessment for any CEC Preparation Standards.

Note that in special education, the primary content knowledge for the professional discipline includes and is inextricable from professional knowledge. Therefore, program assessments that combine content and professional knowledge will be considered "content knowledge" assessments for the purpose of this report.

For each program assessment, the report developer should prepare one document that includes the following items :

(1) Two-page narrative including:

- A brief description of the program assessment and its use in the program;
- A description of how this program assessment specifically aligns with the standards for which it is cited in Section III. Cite CEC Preparation Standards by number, title, and/or standard wording.
- A brief analysis of the data findings;
- An interpretation of how that data provides evidence for meeting standards, indicating the specific CEC Preparation Standards by number, title, and/or standard wording;

(2) Program assessment documentation including:

- The program assessment tool itself or a rich description of the program assessment (often the directions given to candidates);
- The scoring guide or rubric for the program assessment; and
- Candidate performance data derived from the program assessment in tables that display the scores in alignment with the CEC Preparation Standards.
- The responses for e, f, and g (above) routinely should be limited to the equivalent of five text pages each. Exceptionally, some program assessment instruments or scoring guides/rubrics may go beyond five pages.

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)

Improvements to candidate performance and program:

Content Knowledge

The Penn State Special Education program plan of study is an intentionally designed hierarchal sequence of courses with linked field experience to prepare our teacher candidates to teach anywhere in Pennsylvania. Comments from previous reviewers indicate that the Penn State Special Education uses the CEC standards and specialty sets to inform course planning and activities. The program continues to evolve since the sweeping changings brought about by Pennsylvania state certification changes and described in the last iteration of accreditation. The loss of the stand-alone special education classes had a dramatic effect on the number of students we prepare in our undergraduate special education program. Our College and our faculty have continued to focus on providing excellent preparation and experiences for our teacher candidates. We are fortunate that our College shares our mission. One of the other changes from the state changes other than no more stand along special education is the requirement that all teacher preparation programs increase special education content in other teacher certification programs.

Using the state guideline of objectives CEC initial teacher preparation standards, we developed specialized courses to meet the state requirements. The special education program also developed a minor in special education that provided general education student to take additional credits beyond the state mandate increased the number of credits would be included in the minor. The additional special education courses were courses from our program already informed by the CEC standards. Very soon after the minor began, we received inquiries about a pathway to a master's degree in special education. A 4+1 program was developed linking students from the SPLED minor to a master's degree program for initial certification. The initial certification Master's program was developed with the same intentionality and link to our undergraduate preparation and CEC initial teacher preparation standards the program is fairly new, but the numbers are growing as indicated by the completer data in assessment One and the other key assessments as well. Since the last review, we have become more systematic about data collection of our key assessments and use a spring retreat to review yearly results and discuss possible changes. Our internal changes with the 4+1 are also discussed, and the data from key assessments added to the formation of the plan of study for the 4+1.

Professional and pedagogical knowledge, skills, and dispositions

Each field experience in the undergraduate and graduate programs assess teacher candidate professionalism with the same form that highlights professional behavior. The field experience mentor, student, and University supervisor complete the form for the midterm conference in each experience as a goal setting opportunity for improvement. At the end of each experience, the mentor and University supervisor complete the same form as part of the field experience evaluation. In student teaching the Penn State teacher evaluation used for Standard four of our assessment includes many of the same behaviors in the professionalism and communication sections of the student teaching evaluation. The student teaching evaluation also directly assess candidate pedagogical knowledge. The program uses the same procedure in student teaching with the midterm as a goal setting opportunity using the student teaching evaluation as a guide. The Penn State teacher evaluation form uses domains in line with the CEC initial teaching preparation standards. The Penn State Special Education faculty have included instruction about disposition for teaching in coursework. Teacher candidates complete a self-evaluation of dispositions for teaching each semester for their reflection and goal setting as they move toward their teaching career. We share the self-evaluation form with students each semester in the field experience seminar. We do not collect or review student responses as it is their self-evaluation of their growth.

Impact on student learning

Candidates in the all of the PSU Special Education Programs have three opportunities to have a direct impact on PK-12 learners. In the pre-student teaching practicum, teacher candidates at all levels are in special education settings planning and implementing scripted lessons appropriate for students in the setting. University supervisors observe the lessons and provide feedback to the candidate. Classroom students benefit from the additional and systematic instruction. In another pre-student teaching practicum, SPLED 495G, teacher candidates work in general education classrooms. Over a 10-week period (12 hours per week) they work with at-risk students and serve as a classroom resource for the general education teacher. Teacher candidates, in consultation with the general education teacher, identify an at-risk student for an academic intervention. The teacher candidate then develops a curriculum-based measurement in that area, implements instruction, collects data, and modifies instruction as necessary. The impact of the intervention is reported at a team meeting with teachers. Information provided by the teacher candidate serves to assist team members in the core and related services in making plans for future interventions or referrals. The candidate also formally observes the meeting and reports back on collaboration and communication skills used by team members at the meeting. In the semester of student teaching the candidates at all levels implement the data-driven instruction process in a special education setting with a group of diverse learners. The candidate assesses and monitors the impact on learning over a 10-12 week period. The information is then used as updates for the classroom student's IEP. In two

different semesters, candidates apply the knowledge and skills of curriculum-based assessment, progress monitoring, and data-driven decision-making in classroom settings. These opportunities provide impact on learning for PK-12 students as the teacher candidates monitor progress, graph the performance and develop interventions.

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

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the CAEP website at <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur>

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the CAEP website at <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur>

(Response limited to 24,000 characters.)

Please click "Next"

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

Program Report for the Initial Preparation of Early Childhood Teachers National Association for the Education of Young Children (NAEYC) 2010 Standards - Option A

NOTE: This form uses the NAEYC standards approved by NCATE in 2010. Beginning in Fall 2012 ALL programs must use the new standards.

COVER SHEET

1. Institution Name
2. State
3. Date submitted
MM DD YYYY
 / /
4. Report Preparer's Information:

Name of Preparer:	
<input type="text" value="Carla Zembal-Saul and Leigh Haefner"/>	
Phone:	Ext.
<input type="text" value="(814)865-1500"/>	<input type="text"/>
E-mail:	
<input type="text" value="czem@psu.edu, lab194@psu.edu"/>	
5. CAEP Coordinator's Information:

Name:	
<input type="text"/>	
Phone:	Ext.
<input type="text" value="() -"/>	<input type="text"/>
E-mail:	
<input type="text"/>	
6. Name of institution's program
7. CAEP Category
8. Grade levels⁽¹⁾ for which candidates are being prepared

(1) e.g. Birth to Grade 3, P-3

9. Program Type

First Teaching License

10. Degree or award level

Baccalaureate

Post Baccalaureate

Master's

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

The Pennsylvania State University, University Park
The Pennsylvania State University, Abington
The Pennsylvania State University, Altoona
The Pennsylvania State University, Behrend - program began Summer 2014
The Pennsylvania State University, Berks
The Pennsylvania State University, Brandywine - program on hold beginning May 2013
The Pennsylvania State University, Lehigh Valley - program on hold beginning March 2016

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

Grades PreK-4

14. Program report status:

Initial Review

Response to One of the Following Decisions: Further Development Required or Recognition with Probation

Response to National Recognition With Conditions

15. Is your Educator Preparation Provider (EPP) seeking

CAEP accreditation for the first time (initial accreditation)

Continuing CAEP accreditation

16. State Licensure data requirement on program completers disaggregated by specialty area with sub-area scores:

CAEP requires programs to provide completer performance data on state licensure examinations for completers who take the examination for the content field, if the state has a licensure testing requirement. Test information and data must be reported in Section IV. Does your state require such a test?

Yes

No

SECTION I - CONTEXT

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

The Elementary and Early Childhood Education (EECE) PK-4 major is housed in the College of Education at The Pennsylvania State University. The program was designed in response to changes in state certification requirements, and it was approved with special designation by the Pennsylvania Department of Education (PDE) in October 2010. The PK-4 program replaced the former elementary education program (K-6, N-3, K-6/N-3). Note that NAEYC standards span birth to age 8, while the Pennsylvania PK-4 certification spans birth to age 9. Our first program completers graduated in Fall 2013, when PDE began to issue the PK-4 certificates. This report is based on data from the most recent 3 year cycle (Fall 2014 through Spring 2017). Data include a description of the PK-4 program (see EECE Checksheet in Section I.3) and candidates' performance in program coursework, on signature assessments, and in field experiences.

All teacher preparation programs at Penn State share a common set of commitments communicated in "Penn State's Conceptual Framework for the Preparation of School Personnel" (Attachment A). Our academic programs are founded on the belief that education can positively affect the life experience of individuals and the nature of the world at large. The standards to which we hold our graduates and the expectations we have of them are provided below. While the pillars of the Framework apply to all teacher education programs, the text provided here is specific to the PK-4 program

1. Education occurs in communities of practice.

Penn State educators learn that they are members of diverse communities, working collaboratively on the evaluation and improvement of education settings for every child. This stance offers an inclusive framework for creating dialogue around who and what is known/what we need to know.

2. Education is a complex, problem-solving endeavor.

Penn State educators understand that education involves continually making collective and individual decisions about their work in order to best help learners develop as active, knowledgeable citizens in a changing, complex and diverse global society. To understand the intellectual puzzles involved in education, inquiry and data are required.

3. Educators understand and use disciplinary knowledge and pedagogical knowledge.

Although EECE PK-4 majors are prepared as generalists, their education includes robust preparation in a variety of foundational content areas, such as language and literacy, mathematics, science and social studies. Program candidates develop specialized knowledge and practices for supporting each child's meaningful learning of robust content that includes modes of inquiry for

the disciplines.

4. Educators teach and assess learning and development and accept their shared responsibility for student learning.

Penn State educators are dedicated to creating just and democratic learning environments that support the learning and development of every child. They learn how to create, enrich, maintain, and alter education settings in order to best provide learning opportunities for all learners.

5. Educators contribute to the development and evaluation of theories of learning and development.

Penn State educators know, understand, and use substantive foundational knowledge of children's needs and characteristics and research-based pedagogical practices to support every child, regardless of culture, language, gender, and/or dis/ability.

PK-4 candidates participate in EDUCATE: Exploring Directions in Ubiquitous Computing AND Teacher Education. The focus of EDUCATE is to support teacher candidates in using technology tools to support teaching and learning and to enhance their ongoing development as educators. PK-4 majors engage in video analysis of teaching (self, peers, and practicing teachers), develop and revise their e-portfolios in light of new experiences and evidence, and utilize appropriate resources/tools to prepare for instruction and receive feedback.

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. NOTE: Description of the field and clinical experiences required for the program should explain how the program ensures high quality field experiences. Quality field experiences support candidates to understand and apply the competencies reflected in the NAEYC standards as they observe, implement and receive constructive feedback in real world early learning settings. Programs are encouraged to consider the "indicators of strength" listed in the Supporting Explanation of Standard 7 when writing this narrative.

(Response limited to 8,000 characters)

Field experiences in the EECE PK-4 program are carefully planned and sequenced to support candidates' ongoing development as professional educators. Field experiences align with program curriculum, and supervisors and mentor teachers are supportive of program goals. They are well-versed in coaching future teachers to: identify with the field of elementary and early childhood education; observe, assess, and revise curriculum and instruction to better support the needs of diverse learners; and to identify and resolve ethical issues that arise in schools and early childhood centers.

Required field experiences in the EECE PK-4 program take place in two settings (i.e., child care center or preschool, elementary school) [NAEYC Standard 7b] and with two age groups (i.e., birth to 3 or 3-5, 5-8) [NAEYC Standard 7a].

Early Field Experience [CI 295A (3 cr)]

During this initial field experience, all PK-4 teacher candidates spend 60 hours in pre-kindergarten classroom in either an early childhood center or school

setting (NAEYC Standard 7a, 7b). Candidates are engaged in observing and working with individual children and small groups of children. Candidates also participate in a 2-hour weekly seminar focused on a variety of topics as noted below. Instructors for the seminars visit the early childhood settings to observe the teacher candidates and collaborate with center staff.

The first strand of the CI 295A seminar (learning to observe as a professional) focuses on participant vs. non-participant observations, distinguishing observations from judgments, frameworks and tools for observation, interpreting observations, and communicating observations professionally to colleagues, parents, and families. The second strand of the seminar focuses on connecting observations to educational concepts such as child development, developmentally appropriate practice, working with children with special needs and English learners, appreciating cultural diversity, and working with families and parents. The final strand of the seminar focuses on childhood education as a career and engages the teacher candidates in examining teaching as a career in general, the specialized nature of teaching in pre-kindergarten settings, the nature of professionalism and professional ethics, and contemporary trends and issues in early childhood settings.

The major assignments for CI 295A are an observation log signed by the cooperating/mentor teacher, weekly journals reacted to by course instructors, the development of a set of professional dispositions that the candidate will strive to attain, and a paper that assesses the viability of childhood education as a career for the candidate given the candidate's assessment of his/her strengths and goals and the demands of childhood education as a career.

Mid-Level Field Experience [CI 495A (3 cr)]

The middle level field experience for PK-4 majors is taken as part of a block of 12 total credits labeled the Discipline Inquiry Block. The other three courses are teaching methods for mathematics (MTHED 420), science (SCI 458), and social studies (SSED 430W). During this middle field experience, candidates spend 150 hours in a school setting working in K-4 classrooms (NAEYC Standard 7a, 7b) that include a variety of types of learners, including students with special needs. Teacher candidates are engaged in observing, teaching individual children, teaching small groups of children, and teaching whole classes. Planning responsibilities are scaffolded over time and allow candidates to progress at an individualized pace. In order to complete the practicum successfully, candidates must teach minimum of 10 large group lessons, including a three-lesson sequence on one topic. Candidates are asked to reflect on and analyze video recordings of their instruction. Candidates are also asked to write weekly reflective journals.

CI 495A provides an opportunity for candidates to integrate concepts, theories and ideas across the various courses by engaging candidates in exploring the

following questions:

1. What does it mean to be a professional and establish professional relationships with colleagues, students, and families?
2. How well am I using the various tools (e.g. observation, writing, reflection, teaching, case studies, etc.) that are available to me in learning to be a teacher?
3. Am I making connections across the various courses and experiences that are designed to help me learn to be a teacher?
4. How effectively am I developing the knowledge and skills of a beginning teacher and what sources of evidence should I use in judging my effectiveness?

In addition, in CI 495A, each candidate begins the development of a digital portfolio that addresses the candidate's ability to meet the standards of the Penn State Teacher Education Performance Framework (Attachment B). The framework addresses four domains of teaching and learning:

- A. Planning and Preparing for Student Learning
- B. Teaching
- C. Inquiry and Analysis of Teaching and Learning
- D. Fulfilling Professional Responsibilities

Field experience supervisors conduct a 75-minute weekly seminar with teacher candidates focusing on a variety of topics including instructional planning, assessment, classroom learning environments, differentiated instruction, cultural diversity, parent and family interaction, developmentally appropriate practice, and content specific pedagogy. Supervisors also assess all candidate work, including lesson plans, and observe candidates when they are teaching and provide feedback. A mid-term goal setting conference among the candidate, mentor, and supervisor is designed to establish goals for candidate development for the remainder of the experience. The final conference among the candidate, mentor, and supervisor assesses the candidate's overall performance.

Student Teaching [CI 495D (12cr) and CI 495F (3cr)]

Student teaching is a full-semester (15 weeks), full-time, full-day, clinical component of the teacher preparation program for Penn State students seeking initial teacher certification, with an accompanying 120 minute weekly seminar. The majority of PK-4 candidates complete student teaching in a school setting; however, some students opt to student teach in a pre-kindergarten classroom in an early childhood setting. The primary purpose of the student teaching experience is to provide candidates with a carefully mentored experiences to support his/her development and enhance the knowledge, skills, and dispositions necessary to positively impact student learning and development.

Candidates are expected to assume increasingly greater responsibility over the course of the student teaching semester until they eventually assume a full-

time teaching load. Candidates are expected to assume responsibility for all planning during the course of the semester, but are encouraged to engage in co-teaching with their mentor teacher over the course of the experience. The progression towards full responsibility is individualized and developmentally appropriate, not lock step.

In addition to their teaching responsibilities and attendance at weekly seminars, student teachers are asked to complete several related assignments:

- 1) Inquiry into the school community and context;
- 2) Inquiry into curriculum (i.e., development of a 2-week unit of instruction
- 3) Inquiry into student learning (i.e., evidence-based assessment of the learning of the entire group of students as well as the learning of a particular student with special needs during the course of the unit planned and taught by the candidate);
- 4) Inquiry into my teaching (i.e., reflection by the candidate of the overall impact of the unit and what changes in planning, delivery and assessment that the candidate would make for the future); and
- 5) Continued development of the digital portfolio that demonstrates the candidate's ability to meet the Performance Framework standards (described under CI 495A and displayed in Attachment B).

3. 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.)

EECE Course Checksheet	EECE Description of Courses
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See Attachment panel below.

4. 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.

Assessment A Penn State Conceptual Framework	Assessment B Penn State Teacher Education Performance Framework
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See Attachment panel below.

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

Program: Elementary and Early Childhood Education (PreK-4), University Park		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾
2016-2017	416	175
2015-2016	413	146

2014-2015	380	165
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Program: Elementary and Early Childhood Education (PreK-4), Abington		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾
2016-2017	35	21
2015-2016	36	12
2014-2015	40	15

Program: Elementary and Early Childhood Education (PreK-4), Altoona		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾
2016-2017	33	15
2015-2016	35	16
2014-2015	29	10

Program: Elementary and Early Childhood Education (PreK-4), Behrend		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾
2016-2017	26	5
2015-2016	13	5
2014-2015	7	0

Program: Elementary and Early Childhood Education (PreK-4), Berks		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾
2016-2017	40	13
2015-2016	24	9
2014-2015	35	23

Program: Elementary and Early Childhood Education (PreK-4), Brandywine - PROGRAM CURRENTLY ON HOLD at PENN STATE BRANDYWINE; NOT ACCEPTING NEW STUDENTS; Begin Date of Enrollment Hold: May 17, 2013		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾
2016-2017	0	0
2015-2016	2	1
2014-2015	5	4

Program: Elementary and Early Childhood Education (PreK-4), Lehigh Valley - PROGRAM CURRENTLY ON HOLD at PENN STATE LEHIGH VALLEY; NOT ACCEPTING NEW STUDENTS; Begin Date of Enrollment Hold: Mrch 22, 2016		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾
2016-2017	10	7
2015-2016	6	3
2014-2015	6	4

(2) CAEP 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.

6. Faculty Information

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

Faculty Member Name	Alicia McDyre
Highest Degree, Field, & University ⁽³⁾	Ph. D. Curriculum and Instruction, Science Education, Penn State University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Fixed term faculty member (University Park), CIFE coordiantor for PK-8 field experiences, supervisor
Faculty Rank ⁽⁵⁾	Assistant professor
Tenure Track	<input type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Kindergarten girls as spistemc agents during science time (2017). In Reframing science teaching and learning: Students and teachers co-constructing science practices in and out of school, p. 45-61. New York: Routledge. Curriculum that supports 3-D teaching and learning. A white paper written for Triumph Learning. (2016). New York. Leadership in NARST as a Program Assessor and Strand coordinator (2014-2015).
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Middle school science- 10 years

Faculty Member Name	Allison Henward
Highest Degree, Field, & University ⁽³⁾	Ph.D., Curriculum and Instruction, Early Childhood Education, Arizona State University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty, Early Childlhood education (Univeristy Park),Core faculty Comparative and International Education; ECE 453 and ECE graduate courses,
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	"Scott, K.A., & Henward, A. (2016) (Eds.) Women Education Scholars and Their Children s Schooling. New York, NY: Routledge.Henward, A., (2015) She don t know I got it. You ain t gonna tell her are you? Popular culture as resistance in American preschools. Anthropology and Education Quarterly 46 (3), 208-223Henward, A., & Grace, D. J. (2016). Kindergartners development of privileged subjectivities within an elite school. Children & Society. 30 (6) 488 498,

Teaching or other professional experience in P-12 schools ⁽⁹⁾	Early Childhood- Preschool-3rd grade 4 years
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Faculty Member Name	Allison Kootsikas
Highest Degree, Field, & University ⁽³⁾	Ph.D.
Assignment: Indicate the role of the faculty member ⁽⁴⁾	CIFE/ECE
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Elementary

Faculty Member Name	Andrea McCloskey
Highest Degree, Field, & University ⁽³⁾	Ph.D., Curriculum & Instruction, Mathematics Education, Indiana University (Bloomington)
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty; Mathematics Education (university Park); Prek-4 and 4-8; MTHED 420 and math content courses
Faculty Rank ⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	1). Member of the Nominations and Elections Committee of AMTE (Association of Mathematics Teacher Educators), 2013-2016. 2). McCloskey, A. (2014). The promise of ritual: A lens for understanding persistent practices in mathematics classrooms. Educational Studies in Mathematics, 86, 19-38., 3.) Welder, R., Jansen, A., & McCloskey, A. (2014). Preparing and supporting mathematics teacher educators: Opportunities and challenges. In Liljedahl, P., Nicol, C., Oesterle, S., & Allan, D. (Eds.), Proceedings of the Joint Meeting of PME 38 and PME-NA 36 (Vol. 1, p. 248). Vancouver, Canada.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Middle School and High School Mathematics- 3 years

Faculty Member Name	Ashley Patterson
Highest Degree, Field, & University ⁽³⁾	Ph.D., Multicultural and Equity Studies in Education, The Ohio State University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty, Language and Literacies Education (University Park); LLED 400 and LLED 545 (part of Special Ed/Reading Specialist IUG Program)

Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	"Kinloch, V, Nemeth, E. A., Patterson, A. N. (2015). Refiguring service-learning as learning and participation with urban youth. Theory Into Practice,54(1), 39-46. Patterson, A. N. (2015). We ll be fine until our kid goes to school : Biraciality and discourse in Tia & Tamera. Critical Discourse Studies, 13(2), 210-227. Patterson, A. N., Kinlock, V., & Howard, A. (Forthcoming). Black feminism and critical media literacy: Moving from the margin to the center. Meridians: Feminism, Race, Transnationalism. American Educational Research Association; Graduate Student Council Chair 2013-2016"
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Elementary Special Ed - 5 years

Faculty Member Name	Carla Zembal-Saul
Highest Degree, Field, & University ⁽³⁾	Ph.D.
Assignment: Indicate the role of the faculty member (4)	Dept. Head, SCIED
Faculty Rank ⁽⁵⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	yes

Faculty Member Name	Daniel Hade
Highest Degree, Field, & University ⁽³⁾	Ph. D, Language, Literature and Reading, The Ohio State University
Assignment: Indicate the role of the faculty member (4)	Language, Culture and Society
Faculty Rank ⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Hade, D., & Hudock, L. A. (2015). 6 Redefining the Early Reader in an Era of Multiliteracies. The Early Reader in Children s Literature and Culture: Theorizing Books for Beginning Readers.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	"Fifth grade - three years Elementary Library/Media Specialist/Gifted and Talented - five years "

Faculty Member Name	Daniel Thompson
Highest Degree, Field, & University ⁽³⁾	Ph.D. Education, University of Iowa
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Director: Curriculum and Instruction Field Experiences (CIFE)
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	" Developing a Comfort with Risk: Pedagogy for the 21st Century. International Qualitative Inquiry Conference (ICQI), Urbana, IL. May, 2015 Easily Distracted: Young Children Negotiating Contemporary Pedagogy Practice. International Qualitative Inquiry Conference (ICQI), Urbana, IL. May, 2014 Talking back: The educational romantics of the 60s and the crises of the moment. The 14th Annual Curriculum and Pedagogy Conference, New Orleans, LA. November 2013 "
Teaching or other professional experience in P-12 schools ⁽⁹⁾	8th grade social studies: 2 years, Elementary teacher: 13 years

Faculty Member Name	Gail Boldt
Highest Degree, Field, & University ⁽³⁾	Ph.D. Teacher Education and Curriculum Studies, University of Hawai'i at Manoa
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty, English Language Arts and Language, Culture and Society PC, Language, Culture and Society
Faculty Rank ⁽⁵⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Boldt, G. and Valente, J. (2016). L'école Gulliver and La Borde: A Ethnographic account of collectivist integration and institutional psychotherapy. Curriculum Inquiry, 46(3), 321-341. Editorial Board, Bank Street Occasional Papers Boldt, G. (2015). Psychoanalysis. Oxford Bibliography of Childhood Studies, Oxford, UK: Oxford University Press
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Elementary school general education - 7 years

Faculty Member Name	Gwendolyn Lloyd
Highest Degree, Field, & University ⁽³⁾	Ph.D., Educational Studies, Mathematics Education, University of Michigan
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Professor, Mathematics Education (University Park); Hermanowicz Professor of Teacher Education; Professional Development Associate for PSU-SCASD Professional Development School (PK-4); MTHED 420
Faculty Rank ⁽⁵⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3	Co-Editor, Journal of Teacher Education; Associate Editor, Journal of Mathematics Teacher Education; Lead author of "Research Issues in Curriculum Studies: Evidence Based Insights and Future Directions" chapter

major contributions in the past 3 years ⁽⁸⁾	in the First Compendium for Research in Mathematics Education (2016) of the National Council of Teachers of Mathematics
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Mathematics support and co-instruction (K-5); professional development for mathematics instruction (K-12)

Faculty Member Name	Jacqueline Reid-Walsh
Highest Degree, Field, & University ⁽³⁾	Ph.D., English Literature, McGill University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty, Literacy Education PK-4 University Park
Faculty Rank ⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	"Reid-Walsh, J. J. (2016). Modding as Making: Religious Flap Books Created by Eighteenth and Nineteenth Century Anglo American Girls. In Claudia Mitchell and Carrie Rentschler (Eds.), <i>Girlhood Studies and the Politics of Place: Contemporary Paradigms for Research</i> (pp. 195-211). New York: Berghahn. Peer-reviewed/refereed. Reid-Walsh, J. J. (2015). Eighteenth-and Nineteenth-Century Flap Books and Paper Doll Books for Girls as Interactive 'Conduct Books'"211-236. In Clare Bradford and Mavis Reimer (Eds.), <i>Girls, Texts, Cultures</i> (pp. 211-236). Waterloo, Ontario: Wilfred Laurier University Press. Peer-reviewed/refereed. Encyclopedia Entry, Refereed Reid-Walsh, J. J. (2015). Girl Culture. In Dan Cook and J. Michael Ryan (Eds.), <i>The Wiley-Blackwell Encyclopedia of Consumption and Consumer Studies</i> . Hoboken, NJ: Wiley Blackwell. "
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

Faculty Member Name	James Johnson
Highest Degree, Field, & University ⁽³⁾	Ph.D. Developmental Psychology, Wayne State University/ Faculty, ECE (U.P.) ECE 479
Assignment: Indicate the role of the faculty member ⁽⁴⁾	ECE
Faculty Rank ⁽⁵⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Lead Editor Handbook of the Study of Play(2015); Co-Facilitator Play, Policies and Practices Interest Forum, National Association for the Education of Young Children; Series Editor, Play& Cultural Studies.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Math Soc st middle school teacher

Faculty Member Name	James Nolan

Highest Degree, Field, & University ⁽³⁾	Ph.D. Pennsylvania State University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	PDS
Faculty Rank ⁽⁵⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	yes

Faculty Member Name	Joseph Valente
Highest Degree, Field, & University ⁽³⁾	PhD, Early Childhood Education, Arizona State University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty, Early Childhood Education
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	"Valente, J. M. (in press). Mr. Joe becomes a daddy: One father's take on transitioning from home-to- school. <i>Young Children</i> . Valente, J.M. (2016). Rethinking inclusion as mundanity: Insights from an experimental bilingual kindergarten classe LSF at E cole Maternelle Gabriel Sajus in France. <i>Early Childhood Education Journal</i> , 1-10. doi: 10.1007/s10643-016-0814-x. Boldt, G., & Valente, J. M. (Co-Author, 50%) (2016). L e cole Gulliver and La Borde: An ethnographic account of collectivist integration and institutional psychotherapy. <i>Curriculum Inquiry</i> , 46(3), 321-341. "
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Early Childhood Education, five years

Faculty Member Name	Karen Eppley
Highest Degree, Field, & University ⁽³⁾	Ph.D. Curriculum and Instruction, Penn State University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty, Curriculum & Instruction
Faculty Rank ⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3	"Eppley, K. (2015). Seven traps of the Common Core State Standards. <i>Journal of Adult and Adolescent Literacy</i> , 59(2), 2017-216. Eppley, K. (2015). Hey, I saw your grandparents at Walmart': Teacher preparation for rural schools and communities. <i>The Teacher Educator</i> , 50(1), 67-86. Freie,

major contributions in the past 3 years ⁽⁸⁾	C. & Eppley, K. (2014). Putting Foucault to work: Understanding power in a rural school. Peabody Journal of Education, 89(5), 652-669 "
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Elementary Classroom Teacher, five years

Faculty Member Name	Karen Johnson
Highest Degree, Field, & University ⁽³⁾	Ph.D.
Assignment: Indicate the role of the faculty member ⁽⁴⁾	ECE
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

Faculty Member Name	Kelly Johnson
Highest Degree, Field, & University ⁽³⁾	Ph.D.
Assignment: Indicate the role of the faculty member ⁽⁴⁾	CIFE/ECE
Faculty Rank ⁽⁵⁾	Instructor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

Faculty Member Name	Leigh Ann Haefner
Highest Degree, Field, & University ⁽³⁾	Ph.D., Curriculum and Instruction, Science Education, Penn State University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty, Science Education (Altoona); Co-Director, Childhood and Early Adolescent Ed (PK-4); SCIED 458
Faculty Rank ⁽⁵⁾	Associate Professor

Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	"Scholarship: Biggers, M., Haefner, L. A., & Bell, J. (2016). ""Elementary Teachers Use of Engineering Curriculum Materials."" ASEE Conference Proceedings; Biggers, M., Haefner, L. A., & Campbell, J. (2016). ""Engineering First: How Engineering Design Thinking Affects Science Learning."" ASEE Conference Proceedings; Haefner, L. A., Bismack, A., Zembal-Saul, C., (April 2016). ""Lessons from an Experienced Teacher: Using Sensemaking Discussions to Support First Graders Scientific Explanations,"" Annual Meeting of the National Association of Research in Science Teaching, National Association of Research in Science Teaching, Baltimore, MD. Service: Co-Director, Elementary and Early Childhood Education Program; Program Coordinator Penn State Atloona Elementary and Early Childhood Education Program; Reviewer for Journal of Teacher Education, Proceedings of the American Society of Engineering Education."
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Middle and High School Biology, Life Science, Earth Science- 3 years

Faculty Member Name	Linda M. Duerr
Highest Degree, Field, & University ⁽³⁾	Masters in Education, Penn State University, Curriculum and Instruction, Language and Literacy, Children's Literature emphasis
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Lead Instructor and Field Supervisor, CI 295A and Instructor LLED 497E, Early Childhood Liaison, CIFE/ECE,
Faculty Rank ⁽⁵⁾	Instructor, Fixed Term
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Educational Coordinator for Children and Youth Programs, Arboretum at Penn State, Member of PSU Child Care Advisory Committee, SPSEA contributor, Interview Committee/ECE faculty search, CEAED Re-Vision Committee
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Director of CEDAR Child Care Center, 6 years, Director of Child Development Laboratory, 16 years, Director of Education, Hort Woods Early Learning Center, 3 years, HDFS Instructor 16 years

Faculty Member Name	Mandy Biggers
Highest Degree, Field, & University ⁽³⁾	Ph.D., Science Education University of Iowa
Assignment: Indicate the role of the faculty member ⁽⁴⁾	SCI ED
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	

Teaching or other professional experience in P-12 schools ⁽⁹⁾	Elementary
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Faculty Member Name	Margaret (Peggy) Fitzgerald
Highest Degree, Field, & University ⁽³⁾	MFA, Printmaking, University of Iowa; MA, Early Childhood Education , College of Charleston
Assignment: Indicate the role of the faculty member (4)	Faculty, Curriculum and Instruction, Early Childhood Education
Faculty Rank ⁽⁵⁾	Instructor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Director, Founder, Prairie School of Art, Iowa City IA
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Preschool and elementary school - 35 years

Faculty Member Name	Mark Merritt
Highest Degree, Field, & University ⁽³⁾	
Assignment: Indicate the role of the faculty member (4)	SCIED
Faculty Rank ⁽⁵⁾	Instructor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

Faculty Member Name	Mary Jayne Coon-Kitt
Highest Degree, Field, & University ⁽³⁾	Ph.D. Curriculum and Instruction, Penn State University
Assignment: Indicate the role of the faculty member (4)	Faculty, C&I, Director Professional Development School, MTHED 420 & CI 495AD&F instructor
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES

Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	NAPDS Doctoral Dissertation Award, March 2016. Examining the Inquiry-oriented Talk of Professional Development School Triads. School-University Partnerships. November 2015. ATE, Association of Teacher Educators Clinical Fellow. 2015.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	K-6 classroom teaching 25 years, 5.5 year K-6 curriculum support teacher/coordinator

Faculty Member Name	May Lee
Highest Degree, Field, & University ⁽³⁾	Ph.D. Curriculum & Instruction, Penn State University (in progress) M.Ed. Elementary Education, St. Joseph's University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty, Curriculum & Instruction (University Park)
Faculty Rank ⁽⁵⁾	Instructor
Tenure Track	<input checked="" type="radio"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Elementary School - 4 years

Faculty Member Name	Patrick Shannon
Highest Degree, Field, & University ⁽³⁾	Ph.D.
Assignment: Indicate the role of the faculty member ⁽⁴⁾	LLED/LCS
Faculty Rank ⁽⁵⁾	Professor
Tenure Track	<input checked="" type="radio"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	yes

Faculty Member Name	Rose Mary Zbiek
Highest Degree, Field, & University ⁽³⁾	Ph.D., Curriculum & Instruction (Mathematics Education), The Pennsylvania State University
Assignment: Indicate the	

role of the faculty member (4)	Faculty, Mathematics Education (University Park); Department Head; Mathematics education courses
Faculty Rank ⁽⁵⁾	Full Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Zbiek, R. M. (Series Ed.) (2010-2015). Essential understandings for teaching and learning mathematics [a 16-book series]. Reston, VA: National Council of Teachers of Mathematics. -- Member of the authoring team. (2016). Guidelines for Assessment and Instruction in Mathematical Modeling Education. Boston/Philadelphia: Consortium for Mathematics and its Applications/Society for Industrial and Applied Mathematics. -- Zbiek, R. M. (2016). Supporting teachers development as modelers and teachers of modelers. In C. Hirsch (Ed.), Annual perspectives in mathematics education 2016: Mathematical modeling and modeling mathematics (pp. 263 272). Reston, VA: National Council of Teachers of Mathematics.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	High School Mathematics and Computer Science - 5 years

Faculty Member Name	Sandra M Griffin
Highest Degree, Field, & University ⁽³⁾	Ed.D. University Of Pennsylvania, Organizational Leadership, Curriculum and Instruction
Assignment: Indicate the role of the faculty member (4)	Faculty, EDLDR, Education Policy Studies (World Campus) EDLDR courses: 560 Principles of Instructional Supervision, 559 School Improvement, 480 Introduction to Educational Leadership
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Selected by PSEA to work as a Consultant: York City SD, York PA on implementing a site based model of school improvement. Board Member of Chester County Human Services (focus on county mental health support, homeless populations and more)
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Elementary teacher- 2 years; middle school teacher--5 years; elementary principal--10 years; assistant superintendent--9 years ;superintendent--3 years

(3) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(4) e.g., faculty, clinical supervisor, department chair, administrator

(5) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by CAEP as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(8) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

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

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

Type and Number of Assessment	Name of Assessment (10)	Type or Form of Assessment (11)	When the Assessment Is Administered (12)
Assessment #1: Licensure assessment, or other content-based assessment (required)	Pearson PECT	State Licensure Test	PECT - Prior to certification (typically in Year 4 of the program)
Assessment #2: Content knowledge in early childhood education (required)	Required coursework and field experiences in the major	Grades (C or better) in required coursework	Throughout the professional sequence of courses, including student teaching (typically final two years of the program)
Assessment #3: Candidate ability to plan implement appropriate teaching and learning experiences (required)	Student Teaching Portfolio Domain A and B	Portfolio assessment	During student teaching (typically the final semester of the program)
Assessment #4: Student teaching or internship (required)	Performance based Assessment of Student Teaching (ST-1)	Performance-based assessment of student teaching (final evaluation)	During student teaching (typically the final semester of the program)
Assessment #5: Candidate effect on student leaning (required)	Student Teaching Portfolio Domain C	Portfolio assessment	During student teaching (typically the final semester of the program)
Assessment #6: Additional assessment that addresses NAEYC standards (required)	Signature Assessments: Concepts and Uses of Play School & Community Inquiry Math Talk	Performance on core content assignments	During the professional sequence of courses (typically final two years of the program)
Assessment #7: Additional assessment that addresses NAEYC standards (optional)	Signature Assessments: Analysis of Children's Reading Inquiry into Student Learning	Performance on core content assignments	During the professional sequence of courses (typically final two years of the program)

Assessment #8: Additional assessment that addresses NAEYC standards (optional)	Signature Assessment: Platform Paper Student Teaching Portfolio Domain D	Portfolio assessment	During the professional sequence of courses (typically final two years of the program) During student teaching (typically the final semester of the program)
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(10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(12) 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).

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
6d: Integrating knowledgeable, reflective, and critical perspectives on early education
6e: Engaging in informed advocacy for young children and the early childhood profession.

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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7. Standard 7: FIELD EXPERIENCES AND CLINICAL PRACTICE STANDARD

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)

7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

Information should be provided in Section I (Context), question 2, to address this standard.

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments, scoring guides/rubrics and data charts 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/rubrics to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather than reporting a cumulative score..

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 to be aligned with the elements in CAEP 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 one document that includes the following items:

(1) A two-page narrative that includes the following:

- a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
 - b. 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.
 - c. A brief analysis of the data findings;
 - d. An interpretation of how that data provide evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
- and

(2) Assessment Documentation

- e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
- f. The scoring guide/rubric for the assessment; and
- g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides/rubrics may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g

above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

1. State licensure tests or professional examinations of content knowledge. NAEYC standards addressed in this entry could include Standards 1-6. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 1 - Content Assessment State Exam

See Attachment panel below.

2. Assessment of content knowledge⁽¹³⁾ in early childhood education. NAEYC standards addressed in this entry could include but are not limited to Standards 1, 2, and 5. Examples of assessments include comprehensive examinations, GPAs or grades⁽¹⁴⁾, and portfolio tasks⁽¹⁵⁾. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 2 - Content Assessment Coursework Grades

See Attachment panel below.

(13) Content knowledge in early childhood professional preparation includes knowledge of child development and learning (characteristics and influences); family relationships and processes; subject matter knowledge in literacy, mathematics, science, social studies, the visual and performing arts, and movement/physical education; as well as knowledge about children's learning and development in these areas.

(14) If grades are used as the assessment or included in the assessment, provide information on the criteria for those grades and describe how they align with the specialty standards.

(15) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included

3. Assessment that demonstrates candidates can effectively plan and implement appropriate teaching and learning experiences. NAEYC standards that could be addressed in this assessment include but are not limited to Standard 4. Assessments might emphasize features such as (a) adaptations to individual, developmental, cultural and linguistic differences; (b) knowledgeable and developmentally appropriate application of subject matter knowledge; (c) use of effective and appropriate teaching strategies for young children; and (d) attention to effects on children's learning. These assessments are often included in a candidate's portfolios or in student teaching evaluations. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 3 - Candidate Ability to Plan and Implement

See Attachment panel below.

4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. NAEYC standards that could be addressed in this assessment include Standards 1-6. An assessment instrument used in student teaching or an internship should be submitted. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 4 - Assessment of Student Teaching

See Attachment panel below.

5. Assessment that demonstrates candidate effects on student learning. NAEYC standards that could be addressed in this assessment include but are not limited to Standards 1, 3, and 4. Examples of assessments include those based on samples of children's work, portfolio tasks, case studies, follow-up studies, and employer surveys. They might include follow-up studies of graduates of the ECE program, as they relate to the NAEYC standards and as they document graduates' effectiveness in professional positions where they have an impact on young children's development and learning. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 5 - Candidate Effect on Student Learning

See Attachment panel below.

6. Additional assessment that addresses NAEYC initial teacher preparation standards. NAEYC standards 1 - 6 could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio projects, and follow-up studies. Assessments might be candidate projects that demonstrate candidate's (a) ability to observe and assess young children through case studies or similar projects; (b) understanding of the role of families in young children's development and learning, and how they support this role as teachers of young children; and (c) understanding of the early childhood profession and candidates' future role as advocates and reflective, continuous learners. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 6 - Content Knowledge and Pedagogical Content Knowledge

See Attachment panel below.

7. Additional assessment that addresses NAEYC initial teacher preparation standards. NAEYC standards 1 - 6 could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio projects, and follow-up studies. Assessments might be candidate projects that demonstrate candidate's (a) ability to observe and assess young children through case studies or similar projects; (b) understanding of the role of families in young children's development and learning, and how they support this role as teachers of young children; and (c) understanding of the early childhood profession and candidates' future role as advocates and reflective, continuous learners. (Optional)

Provide assessment information as outlined in the directions for Section IV

Assessment 7 - Observing, Documenting, Assessing to Support Young Children

See Attachment panel below.

8. Additional assessment that addresses NAEYC initial teacher preparation standards. NAEYC standards 1 - 6 could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio projects, and follow-up studies. Assessments might be candidate projects that demonstrate candidate's (a) ability to observe and assess young children through case studies or similar projects; (b) understanding of the role of families in young children's development and learning, and how they support this role as teachers of young children; and (c) understanding of the early childhood profession and candidates' future role as advocates and reflective, continuous learners. (Optional)

Provide assessment information as outlined in the directions for Section IV

Assessment 8 - Becoming a Professional

See Attachment panel below.

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

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

(Response limited to 12,000 characters)

Although the PK-4 program was recently designed to address NAEYC standards (first graduates in August 2013), program faculty are engaged in a continuous evidence-based program revision process to enhance the preparation of candidates (i.e., well-started beginning teachers). We hold monthly meetings of the faculty during the academic year and two full day retreats annually. During our time together, we discuss program innovations and pilot studies, analyze alignment of program vision and goals with current practices, identify problems of practice and possible solutions, and address themes and practices intended to improve coherence across the program, including field experiences. The process of closely examining the data needed for this SPA report complemented our work by providing an opportunity to further address our program alignment with NAEYC Standards.

CONTENT KNOWLEDGE

PK-4 majors are prepared as generalists; nevertheless, their education includes robust preparation in a variety of foundational content areas, such as language and literacy, mathematics, science, and social studies. Program candidates develop specialized knowledge and practices for supporting each child's meaningful learning of robust content that includes methods and modes of inquiry for the disciplines (i.e., pedagogical content knowledge).

The primary assessments documenting Penn State candidates' content knowledge include the PECT exam for state licensure (Assessment 1) and a selection of candidates' required coursework (Assessment 2). Three years of data from these assessments show that candidates have very strong content knowledge in academic disciplines and content areas, as well as in the areas of child development and learning and family and community relationships. Candidates' e-portfolios (Assessment 3), student teaching evaluations (Assessment 4), and the Signature Assessments - Math Talk, School and Community Inquiry, and Concepts and Uses of Play (Assessment 6) provide additional evidence. Three years of data from these assessments show that candidates have strong content knowledge and are successful in planning and facilitating instruction and assessments based on their knowledge of subject matter, students and their learning and development, curriculum goals and standards, and the community.

We are pleased with the findings about candidates' content knowledge. Data

from PECT tests and coursework are consistent with our sense that candidates develop strong content knowledge over the course of the program and successfully engage children with subject matter in classrooms. We feel that our program develops candidates' subject matter knowledge in meaningful ways.

Our requirement that candidates maintain at least a 3.0 GPA throughout the program and attain grades of C or higher in major and option requirements also contributes to candidates' opportunities to develop robust content knowledge.

We observed in Assessment 1 that candidates' lowest scores on the PECT exam were in Language and Literacy. PK-4 majors take these courses 2-3 semesters prior to student teaching, and there is no formal concurrent field experience. In collaboration with field supervisors, faculty have observed a "disconnect" with literacy practices in advanced field experiences. In response to this, we have started integrating literacy workshops into students teaching seminars. As part of our continuous program revision, we plan to decouple the Language and Literacy Block of courses and develop a literacy strand across the program. These and all teaching methods courses will be paired with field experiences in schools and/or informal settings.

Our transition to PK-4 involved changes in the set of content knowledge courses required for program completion. Whereas ECE 451 (theories of development) and 479 (play) were previously required only for a small number of candidates, these courses are now required for all candidates. PK-4 majors are required to complete additional courses in family and relationships (typically outside the College) and areas relevant for early childhood professionals (see Program Checksheet in Section I.3.). These changes have provided important opportunities for candidates to develop early childhood content knowledge, particularly in the areas of child development and learning and family and community relationships. Given our strong commitment to the role of families in child development, we have hired a new ECE faculty member with this scholarly emphasis (i.e., A. Henward), and are working toward requiring ECE 453 (families and relationships) as part of our curriculum.

Since our last review, Art Education and Music Education, which were part of the Arts & Literacy Block of courses, have undergone program revisions that prevent their ability to offer enough sections to serve all PK-4 majors. Our program faculty viewed this as an opportunity to propose and pilot two new courses in which we further advance child development content, aesthetics and play, and family and community relationships - The Creative Child and Learning in Informal Settings. We are currently collecting data on these pilot courses and plan to formally incorporate them as part of our program by the end of 2018.

Many of our students seek to deepen their content and pedagogical knowledge

and practices in specific areas, such as Special Education and ESL. Faculty support this work and are examining the PK-4 program structure to ensure that students are able to pursue opportunities for minors and endorsements that complement their learning as future teachers.

PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS

Candidates' e-portfolios (Assessments 3 and 8) and student teaching evaluations (Assessment 4) provide documentation of candidates' professional knowledge, skills, and dispositions. Three years of data from the e-portfolios, student teaching evaluations, and student teaching grades provide evidence of candidates' excellent performance in areas that relate to Penn State's Domains A-D and NAEYC Standards 1-6. Moreover, e-portfolio data illustrate clear growth in candidates' professional knowledge, skills, and dispositions from the mid-level field experience (CI 495B) to student teaching (CI 495D,F). Faculty are pleased with candidates' grades in student teaching. We feel it is important to note that some candidates do not complete student teaching. As noted in Assessment 4, if a candidate is not performing at a satisfactory level, s/he is counseled to withdraw from student teaching because they cannot pursue certification in PA with less than a C.

Data illustrating growth in candidates' e-portfolio performance resonates with our sense that, over time, candidates become more reflective and provide richer evidence of satisfactory performance across the domains of the Performance Framework. Faculty noted significant growth in e-portfolio scores between CI 495B and 495D,F on indicators B3 (manages classroom procedures) and C2 (systematically analyzes student data) of our Performance Framework. Because candidates' e-portfolios consist of examples from coursework and field experiences across the program, strong performance is a good indicator that our candidates are developing a broad set of professional knowledge, skills, and dispositions. We believe that the developmental approach of our program, in which candidates' responsibilities and activities in classrooms builds over time as they gain deeper content knowledge and additional pedagogical insights, contributes to candidates' development of essential professional knowledge, skills, and dispositions.

We also recognize that candidates' development is impacted by their consistent use of notebook computers and digital tools across the program. For the EDUCATE initiative, candidates are required to bring laptops/tablets to all class sessions. In methods courses and field experiences, candidates use digital tools (e.g., blogs, video analysis, podcasts, e-portfolios) to support their development as teachers. The contribution of EDUCATE to methods instruction and teacher development is evaluated regularly, and faculty use results to identify new tools and practices to support candidates' learning.

As described in Section I.2, candidates in the PK-4 program complete their field experiences with different age groups in a variety of classroom settings. All candidates have a birth-PreK placement in the early field experience (CI 295A)

and a K-1 / 2-4 placement in CI 495A and student teaching. These diverse field experiences offer opportunities for candidates to learn about developmentally effective instruction, which is enhanced by faculty-designed assignments that focus on the learning of children in particular age groups or grade bands.

STUDENT LEARNING

Candidates' impact on student learning is documented in a collection of key course assignments including language and literacy, mathematics, and field experiences (Assessment 6, 7, 8). Three years of data from these assessments demonstrate that candidates have developed important understandings and abilities about teaching and assessment practices that positively impact children's learning. Evidence from the e-portfolios and student teaching evaluations are particularly compelling. Over three years, candidates have demonstrated their ability and inclination to design appropriate instruction and assessment, inquire about the impact of instruction and assessment on children's learning, make evidence-based claims about children's learning, and use assessment results to improve practice.

Faculty are pleased with the findings related to candidates' impact on student learning from across the two methods blocks of courses that precede student teaching, as well. Candidates' strong performance on signature assessments is consistent with the themes of inquiry and problem solving that serve as the foundation of our program. Faculty also note that data from e-portfolios and student teaching evaluations illustrate candidates' ability to assess children's understanding and development and to be responsive in making adjustments to instruction based on children's ideas. Our sense is that candidates' abilities in this area develop over time as they receive support across our program courses and experiences. For example, after each lesson that candidates teach in their field experiences, they are required to respond to the following set of questions:

1. What went well?
2. What did I learn about planning? (Domain A)
3. What did I learn about teaching (Domain B)
4. What did my students learn? How do I know that they learned? (Domain C)
5. What improvements will I make in an effort to be more effective with this particular class of students? (Domain D)

These questions direct candidates' attention to the four domains of our Performance Framework, with an emphasis on identifying candidates' impact on children's learning and identifying opportunities for improvement. Although faculty are pleased with the findings in this area, we feel that current assignments could be further developed to support candidates in developing an understanding of their impact on children's learning. Given our emphasis on teacher inquiry as a guiding principle of our PK-4 program, the faculty are crafting new opportunities for candidates to evaluate their impact on student learning (e.g., case studies of individual children, small groups, and whole

class assessments). There is even talk of adding a course on teacher inquiry to the program.

Finally, given the important role of field experiences in the PK-4 program, we have hired a new director who is committed to the professional development of field supervisors, cultivating diverse placements for our candidates, and integrating coursework and field experiences. We anticipate that intentional integration will strengthen our program and further our goal of supporting the well-started beginning teacher.

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

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the CAEP website at <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur>

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the CAEP website at <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur>

(Response limited to 24,000 characters.)

Please click "Next"

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