

11/6/2012

PRELIMINARY FINDINGS OF FACT FOR

Our intention is to ensure the accuracy of our findings. We appreciate your assistance!

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In these preliminary findings, DNS means "does not satisfy".

STANDARDS RELATING TO THE UNDERGRADUATE ELEMENTARY PROGRAM

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STANDARD: SELECTIVITY

This analysis applies to this program:

Elementary (UG)

Indicator 1: At the undergraduate level, the program utilizes for admission a requirement of a GPA of 3.0 or higher either for college preparatory coursework in high school (in cases of admission for preparation in the first several years of college) or for coursework in the first two years of college.

Does the teacher preparation institution have a clear minimum GPA requirement?

Yes

Minimum GPA:

2.75

Citation:

Document Title: *Catalog/Academic Programs/Chapter 12*

Electronic Page: *pg.29*

URL: *Website:catalog_chapter_12.pdf*

Response on Indicator 1

NCTQ's Review will provide additional information on the rating of this standard as well as information that may be helpful for improving admissions standards. Please choose one of the following responses regarding this preliminary finding of fact:

- ☐ 1. NCTQ's analysis is factually correct.
- ☐ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more *websites or publicly available documents on our website* that contain the correct information regarding:
 - ☐ The minimum GPA required for admission to the Elementary (UG) program.

Indicator 2: In the absence of the requirement for admission of a GPA of 3.0 or higher, the college or university is either sufficiently selective (as indicated by a mean combined SAT mathematics and verbal score of 1120 or above or a mean ACT composite score of 24 or above), or the program utilizes a standardized test of academic proficiency that allows comparison of applicants to the general college-going population and selection of applicants in the top half of that population.

NOTE: Standardized tests of academic proficiency that are designed to evaluate teacher candidates only, do not satisfy this indicator.

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The University/College mean SAT score:

1015.0

The University/College mean ACT score:

21.5

Citation:

Document Title: *NCTQ IPEDS Spreadsheet*

Electronic Page: *n/a*

URL: *n/a*

Does the teacher preparation institution itself have SAT/ACT requirements for these programs?

No

If so, what are they?

Citation:

Document Title: *Catalog/Academic Programs/Chapter 12*

Electronic Page: *pg.29*

URL: *Website:catalog_chapter_12.pdf*

Do the university or teacher preparation institution SAT/ACT requirements meet or exceed 1120 (SAT) or 24(ACT)?

No

Does the university or teacher preparation institution have SAT/ACT requirements that meet or exceed 1011(SAT) or 21(ACT)?

Yes

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Does the teacher preparation program use other admissions tests?

No

Citation:

Document Title: *Catalog/Academic Programs/Chapter 12*

Electronic Page: pg.29

URL: *Website:catalogchapter12.pdf*

Do these other test requirements meet or exceed the threshold score?

No

Do these other requirements meet or exceed the median score?

No

Response on Indicator 2

NCTQ's Review will provide additional information on the rating of this standard as well as information that may be helpful for improving admissions standards. Please choose one of the following responses regarding this preliminary finding of fact:

- ☐ 1. NCTQ's analysis is factually correct.
- ☐ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more websites or publicly available documents on our website that contain the correct information regarding:
 - ☐ Mean SAT/ACT scores of teacher candidates in the Elementary (UG) program.
 - ☐ Teacher preparation program SAT/ACT score requirements for prospective Elementary (UG) teacher candidates.
 - ☐ Standardized tests required for admission to the Elementary (UG) program.
 - ☐ The University/College mean SAT/ACT scores.

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STANDARD: EARLY READING

This analysis applies to this program:

Elementary (UG)

Indicator 1: Coursework lectures and practice adequately cover the five essential components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension strategies.

The alignment of coursework content with instruction in using screening, diagnostic and progress monitoring assessments will also be analyzed, but individual institutions will not be rated in this analysis.

Indicator 2: Textbooks used in reading courses support effective reading instruction.

The literacy courses evaluated for this standard are listed below, with each course's required textbook(s) noted:

Language and Literacy I (3-5 years)

Literacy development in the early years: Helping Children Read and Write

Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction

Language and Literacy II (6-9 years)

Guiding Readers and Writers, Grades 3-6: Teaching Comprehension, Genre, and Content Literacy

Our evaluation of coursework lectures and practice determined that in aggregate, these courses provide adequate coverage of the following component(s) of effective reading instruction:

Phonics

Our evaluation of coursework lectures and practice determined that in aggregate, these courses provide inadequate coverage of the following component(s) of effective reading instruction:

Phonemic Awareness

Fluency

Vocabulary

Comprehension Strategies

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Response on Indicator 1 and 2

NCTQ's Review will provide additional information on the rating of this standard as well as resources that may be helpful for improving the preparation of elementary teacher candidates in reading. Please choose one of the following responses regarding this preliminary finding of fact:

- ☐ 1. NCTQ's analysis is factually correct.
- ☐ 2. NCTQ's analysis is at least partially incorrect and we are providing the syllabus for any course not noted above that addresses literacy:
- ☐ 3. NCTQ's analysis is at least partially incorrect and we are indicating on *one or more of the syllabi already provided*:
 - ☐ A required textbook beyond the textbook(s) noted.
 - ☐ Coursework lectures or practice that address any of the five components of essential reading instruction for which we noted inadequate coverage.

Indicator 3: All relevant required courses address at least one of the five essential components.

NOTE: By "addressing at least one of the five essential components," we mean that a course addresses at least one of the five components *with fidelity*.

The following relevant course did not address at least one of the five essential components:

Language and Literacy II (6-9 years)

Response on Indicator 3

NCTQ's Review will provide additional information on the rating of this standard as well as resources that may be helpful for improving the preparation of elementary teacher candidates in reading. Please choose one of the following responses regarding this preliminary finding of fact:

- ☐ 1. NCTQ's analysis is factually correct.
- ☐ 2. NCTQ's analysis is at least partially incorrect. We are indicating *on the syllabus of the course evaluated as NOT addressing any of the five components of essential reading instruction* any coursework lectures or practice that reveal that it does indeed address with fidelity one or more of the five components of essential reading instruction.

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STANDARD: ENGLISH LANGUAGE LEARNERS

This analysis applies to this program:

Elementary (UG)

Indicator 1: Reading courses deliver the instructional strategies necessary for teaching English language learners and require candidates to practice such strategies.

The literacy courses evaluated for this standard are listed below:

Language and Literacy I (3-5 years)

Language and Literacy II (6-9 years)

Our evaluation of coursework lectures and practice determined that, in aggregate, these courses provide adequate coverage of and practice with strategies addressing the needs of English language learners:

No

Response on Indicator 1

NCTQ's Review will provide additional information on the rating of this standard as well as resources that may be helpful for improving the preparation of elementary teacher candidates with regard to strategies necessary for teaching struggling readers. Please choose one of the following responses regarding this preliminary finding of fact:

- ☐ 1. NCTQ's analysis is factually correct.
- ☐ 2. NCTQ's analysis is at least partially incorrect and we are providing the syllabus for any course not noted above that addresses strategies necessary for teaching English language learners.
- ☐ 3. NCTQ's analysis is at least partially incorrect and we are indicating on one or more of the syllabi already provided:
 - ☐ A required textbook beyond the textbook(s) noted.
 - ☐ Coursework lectures or practice that address strategies necessary for teaching English language learners.

STANDARD: STRUGGLING READERS

This analysis applies to this program:

Elementary (UG)

Indicator 1: Reading courses deliver the instructional strategies necessary for teaching struggling readers and require candidates to practice such strategies.

The literacy courses evaluated for this standard are listed below, with each course's required textbook(s) noted:

Language and Literacy I (3-5 years)

Literacy development in the early years: Helping Children Read and Write

Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction

Language and Literacy II (6-9 years)

Guiding Readers and Writers, Grades 3-6: Teaching Comprehension, Genre, and Content Literacy

Our evaluation of coursework lectures and practice determined that, in aggregate, these courses provide adequate coverage of and practice with strategies addressing the needs of struggling readers:

No

Response on Indicator 1

NCTQ's Review will provide additional information on the rating of this standard as well as resources that may be helpful for improving the preparation of elementary teacher candidates with regard to strategies necessary for teaching struggling readers. Please choose one of the following responses regarding this preliminary finding of fact:

- ☐ **1. NCTQ's analysis is factually correct.**
- ☐ **2. NCTQ's analysis is at least partially incorrect and we are providing the syllabus for any course not noted above that addresses strategies necessary for teaching struggling readers.**
- ☐ **3. NCTQ's analysis is at least partially incorrect and we are indicating on one or more of the syllabi already provided:**
 - ☐ **A required textbook beyond the textbook(s) noted.**
 - ☐ **Coursework lectures or practice that address strategies necessary for teaching struggling readers.**

STANDARD: ELEMENTARY MATHEMATICS

This analysis applies to this program:

Elementary (UG)

Indicator 1: Programs require candidates to take a course sequence that thoroughly covers essential elementary mathematics topics in numbers and operations, algebra, geometry and data analysis.

Indicator 2: Textbooks used in these courses support instruction on essential topics of elementary mathematics.

If three or fewer semester credit hours are listed below for "total adjusted semester credit hours," only that information and the titles of relevant coursework will be reported below.

The elementary mathematics content courses evaluated for this standard are listed below, with each course's required primary content textbook noted:

Methods of Teaching Mathematics In the Early Childhood Setting

The total adjusted *semester* credit hours of coursework that addresses *elementary* mathematics content (rather than methods) for an audience of prospective elementary teachers (rather than both elementary and middle school teachers) are provided below. The figure adjusts for: 1) conversions from quarter to semester credit hours, 2) a dual focus on content and methods, and/or 3) content coverage designed for middle school teacher candidates.

0.00

A list of the necessary coverage for each essential topic below is found at the conclusion of this report. Deficiencies in the following essential topics were noted after review of course outlines and/or assigned textbook sections in the syllabi provided:

Numbers and Operations

Whole Numbers

Fractions and Integers

Decimals

Estimation and Rounding

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Geometry

Measurement

Basic Concepts of Plane Geometry

Polygons and Circles

Perimeter, Area, and Volume

Algebra

Constants and Variables

Equations

Graphs and Functions

Data Analysis and Probability

Probability and Data Characteristics

Response on Indicator 1 and 2

NCTQ's Review will provide additional information on the rating of this standard as well as resources that may be helpful for improving the preparation of elementary teacher candidates in elementary mathematics. Please choose one of the following responses regarding this preliminary finding of fact:

- ☐ 1. NCTQ's analysis is factually correct.
- ☐ 2. NCTQ's analysis is at least partially incorrect and we are providing the syllabus for any course not noted above that addresses elementary mathematics content.
- ☐ 3. NCTQ's analysis is at least partially incorrect and we are providing a catalog excerpt or comments on one or more of the syllabi already provided to correct information regarding:
 - ☐ The total semester credit hours of coursework that addresses elementary mathematics *content* (rather than methods) for an audience of prospective *elementary* teachers (rather than both elementary and middle school teachers).
 - ☐ The required *content* textbook is not the one noted.
 - ☐ Lectures, classwork or homework assignments, or reading that address any deficiencies noted in coverage of essential topics.

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Indicator 3: The program requires an elementary mathematics methods course that includes adequate field work or a concurrent practicum that holds teacher candidates individually accountable for mastering instructional skills.

The mathematics methods courses evaluated for this standard are listed below:

Methods of Teaching Mathematics In the Early Childhood Setting

The credit hours (not necessarily semester credit hours) your IHE associates with this coursework are:

3

NOTE: This figure may also include mathematics methods course credit derived from elementary content coursework that has a dual focus on content and methods.

Elementary content coursework and/or methods coursework or associated practicum provide aligned field work practice for teacher candidates:

No

Response on Indicator 3

NCTQ's Review will provide additional information on the rating of this standard as well as resources that may be helpful for improving the preparation of elementary teacher candidates in elementary mathematics. Please choose one of the following responses regarding this preliminary finding of fact:

- ☐ 1. NCTQ's analysis is factually correct.
- ☐ 2. NCTQ's analysis is at least partially incorrect and we are providing the syllabus for any course not noted above that addresses elementary mathematics methods:
- ☐ 3. NCTQ's analysis is at least partially incorrect and we are providing a catalog excerpt or comments on one or more of the syllabi already provided to correct information regarding the credit hours of coursework that addresses mathematics methods.

STANDARD: ELEMENTARY CONTENT

This analysis applies to this program:

Elementary (UG)

BACKGROUND: Institutions could reduce the coursework burden necessary to ensure that all elementary teachers know the necessary content if their respective states demanded that all elementary teacher candidates take rigorous content licensing *exams with cut-scores broken out by subject* upon admission to the preparation program. But since no state at the present time does this, institutions need to ensure that elementary teacher candidates have the preparation that readies them to teach their students through coursework and test-out options.

Indicator 1: At the undergraduate level, the institution:

- Requires candidates to take at least one course in each topic from each of the subject areas listed below.
 - o All coursework except children's literature should only be taught in liberal arts departments.
 - o Course content must be broad enough to give candidates the knowledge base to teach the elementary curriculum.
- Exempts candidates from specific course requirements on the basis of standardized assessments commonly recognized as demonstrating content mastery at the level provided by post-secondary or rigorous secondary instruction (e.g., AP, CLEP, SAT II).

Subject A: Literature and composition

Topic (1): World literature

Topic (2): American literature

Topic (3): Writing, grammar and composition

Topic (4): Children's literature

Subject B: History and geography

Topic (1): Early American history

Topic (2): Modern American history/government

Topic (3): World history - modern

Topic (4): World history - ancient

Topic (5): Geography

Subject C: Science (at least one course with lab)

Topic (1): Biology

Topic (2): Chemistry

Topic (3): Physics/physical science

Subject D: Fine arts

Topic (1): Music history

Topic (2): Art history

Elementary mathematics (see previous standard)

Three courses (or two courses, in highly selective institutions) designed for the teacher and imparting content in numbers and operations, algebra, geometry and data analysis.

The following analysis reflects three possible scenarios for each of the topic areas listed above: 1) the course requirement ensures that teacher candidates have the content knowledge base necessary to teach the elementary curriculum, 2) there is a course requirement that comes close to ensuring but does not fully ensure that teacher candidates have the content knowledge base necessary to teach the elementary curriculum or is overly broad (such as addressing all science topics in a single course), or 3) there is no relevant course requirement for the topic. Examples of courses that satisfy each topic requirement are appended to this document.

NOTE: Only course requirements (not recommendations) are noted and if teacher candidates are offered a choice of courses to fulfill a requirement, all the choices must be relevant to the elementary topic to satisfy this indicator. With the exception of children's literature courses, courses designed solely for teacher audiences do not satisfy this indicator.

Subject A: Literature and composition

Topic (1): World literature

Requirement is not met - ENGL [xxxx] - World Literature to [xxxx] and ENGL [xxxx] World Literature [xxxx] to the Present are a choice with a philosophy course that would not fulfill the World Literature or any other topic requirement. Since there is no assurance that the student would take the World Literature course, no credit can be given.

Topic (2): American literature

Requirement is not met - ENGL [xxxx] American Literature to [xxxx] / ENGL [xxxx] American Literature 1865 to present are a choice with a philosophy course that would not fulfill the American Literature or any other topic requirement. Since there is no assurance that the student would take the American Literature course, no credit can be given.

Topic (3): Writing, grammar and composition

ENGL [xxxx] and [xxxx] are required.

ENGL [xxxx] Freshman English I

Provides basic instruction in writing and analysis of prose.

ENGL [xxxx] FRESHMAN ENGLISH II

Provides instruction in rhetoric, academic research, critical reading, and written analysis of text.

Requirement is met - either course satisfies our expectations for the topic.

Topic (4): Children's literature

ECED [xxxx] is required.

ECED [xxxx] Children's Literature

Study of the sources and types of reading materials available for 3-9 year old children and ways

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to use them in order to enhance all areas of learning. This course is connected to ECED [xxxx] : Practicum I.

Requirement is met - this course is a survey course of children's literature.

Subject B: History

Topic (1): Early American history

There is a choice between HIST [xxxx] and [xxxx] . POLS [xxxx] is also required.

HIST [xxxx] United States History I

The history of the United States from colonial times to 1877.

Requirement is not met - although this course would satisfy our expectations for the Early American History topic, there is a choice between HIST [xxxx] and [xxxx] . Because there is also a government course required, students could potentially take both the modern American History course and the Government course.

Topic (2): Modern American history/Government

There is a choice between HIST [xxxx] and [xxxx] . POLS [xxxx] is also required.

HIST [xxxx] United States History II

A continuation of United States history, from 1877 to the present.

POLS [xxxx] American National Government

A study of the narrow and the broad aspects of American government. Areas of concentration include, but are not limited to, political behavior, Congress, the judicial system, bureaucracy, the executive branch, and intergovernmental relations.

Requirement is met – both courses satisfy our expectations for the topic.

Topic (3): World history ancient

Requirement is not met - there is no specific, required course in the degree plan that satisfies our expectations for this topic.

Topic (4): World history modern

Requirement is not met - there is no specific, required course in the degree plan that satisfies our expectations for this topic.

Topic (5): Geography

GEOG [xxxx] is required.

GEOG [xxxx] World Regional Geography

Examines the countries of the world, focusing on regional geographical factors which have influenced the direction and extent of their development.

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Requirement is met - this course satisfies our expectations for this topic.

Subject C: Science

Topic (1): Biology with lab

Either BIOL [xxxx] / [xxxx] or [xxxx] / [xxxx] is required.

BIOL [xxxx] Biological Science

Prerequisite or corequisite: BIOL [xxxx] Biological Science Laboratory.

General principles of biology and their relationship to society. Focus is on natural laws, maintenance of living systems and the interrelationship among living systems and the biosphere. Topics include ecology, genetics, evolution, the diversity and unity of life, molecular and cellular biology.

BIOL [xxxx] Anatomy and Physiology I

BIOL [xxxx] Anatomy and Physiology I/Lab

A standard first course in human anatomy and physiology. Includes general body organization and function, cellular structure and function, and structure and function of the reproductive, skeletal, muscular, and digestive systems and metabolism.

Requirement is not met - while BIOL [xxxx] would satisfy this topic requirement, BIOL [xxxx] would not. Since there is no assurance that BIOL [xxxx] would be selected, no credit can be given.

Topic (2): Chemistry with lab

Requirement is not met - there is a choice of several courses covering different science topics and there is no assurance that a student would elect to take a chemistry course.

Topic (3): Physics with lab

PHSC [xxxx] / [xxxx] is required.

PHSC [xxxx] Physical Science laboratory

A study in physical science techniques and analyzing physical sciences concepts in the disciplines of physics, chemistry, and astronomy.

PHSC [xxxx] Physical Science

Presents the facts, methods, and significance of the physical sciences by concentration on selected topics from physics, chemistry, and astronomy.

Requirement is not met - this course is too broad to fulfill either the physics or chemistry topics.

Subject D: Fine arts

Topic (1): Music history

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Requirement is not met - MUSI [xxxx] Music Appreciation is a choice with a humanities course and an art course and there is no assurance that this course would be chosen to fulfill the topic requirement.

Topic (2): Art history

Requirement is not met - ART [xxxx] / [xxxx] Survey of Art History I/II is a choice with a humanities course and a music course and there is no assurance that this course would be chosen to fulfill the topic requirement.

Are teacher candidates exempted from general education course requirements on the basis of standardized assessments?

Yes

Citation:

Document Title: *Catalog 2011-12*

Electronic Page: *pp.49-50*

URL: Website: *Catalog.pdf*

Response on Indicator 1

Examples of courses that satisfy each topic requirement are appended to this document. NCTQ's Review will provide additional information on the rating of this standard as well as information that may be helpful for improving content preparation of elementary teachers. Please choose one of the following responses regarding this preliminary finding of fact:

- ☐ 1. NCTQ's analysis is factually correct.
- ☐ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more **websites or publicly available documents on our website** that contain the correct information regarding:
- ☐ One or more courses that satisfy one or more of the following topic areas:
- Subject A: Literature and composition
- ☐ Topic (1): World literature
- ☐ Topic (2): American literature
- ☐ Topic (3): Writing, grammar and composition
- ☐ Topic (4): Children's literature
- Subject B: History and geography
- ☐ Topic (1): Early American history
- ☐ Topic (2): Modern American history/Government
- ☐ Topic (3): World history—ancient
- ☐ Topic (4): World history—modern
- ☐ Topic (5): Geography
- Subject C: Science (at least one course with lab)
- ☐ Topic (1): Biology
- ☐ Topic (2): Chemistry
- ☐ Topic (3): Physics/physical science
- Subject D: Fine arts
- ☐ Topic (1): Music history
- ☐ Topic (2): Art history
- ☐ Standardized tests available to teacher candidates to provide exemptions to general education requirements.

Indicator 2: For undergraduate programs, the teacher candidate completes an 18-semester credit hour concentration in a subject relevant to the elementary curriculum. (For purposes of concentration credit hour calculations, general education coursework may be counted regardless of whether an institution would allow it to count towards a major.)

NOTE: Content coursework designed solely for teacher audiences may be counted towards a concentration, but pedagogical or methods coursework will not be counted.

The following analysis indicates for each of six possible areas for concentrations in subjects relevant to the elementary curriculum the total number of semester credit hours for the required courses listed:

English/Language Arts: Literature, writing, composition, grammar

ECED [xxxx] Children's Literature

ENGL [xxxx] and [xxxx] Freshman English I and II

9.0

Social studies: History, government, political science, economics, geography

HIST [xxxx] History of State

GEOG [xxxx] World Regional Geography

POLS [xxxx] American National Government

HIST [xxxx] or [xxxx] US History I or II

12.0

Mathematics: Mathematics, statistics

MATH [xxxx] College Algebra

MATH [xxxx] Structures of Arithmetic

MATH [xxxx] Informal Geometry

9.0

Science: Biology, life sciences, chemistry, physics, geology, earth science, physical science, environmental science

PHSC [xxxx] Physical Science and Lab [xxxx]

One course from: CHEM, GEOL, PHSC or PHYS

BIOL [xxxx] Biological Science or BIOL [xxxx] Anatomy and Physiology I

12.0

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Foreign Language: Courses in any one language

FORL [xxxx] *Beginning Conversational Spanish*

4.0

Fine Arts: Art history, theory, practice; music history, theory, practice

0.0

Response on Indicator 2

NCTQ's Review will provide additional information on the rating of this standard as well as information that may be helpful for improving content preparation of elementary teachers. Please choose one of the following responses regarding this preliminary finding of fact:

- ☐ 1. NCTQ's analysis is factually correct.
- ☐ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more websites or publicly available documents on our website that contain the correct information regarding:
 - ☐ Required coursework and/or the number of semester credit hours of required course work in English/language arts
 - ☐ Required coursework and/or the number of semester credit hours of required course work in social studies
 - ☐ Required coursework and/or the number of semester credit hours of required course work in mathematics
 - ☐ Required coursework and/or the number of semester credit hours of required course work in science
 - ☐ Required coursework and/or the number of semester credit hours of required course work in foreign languages
 - ☐ Required coursework and/or the number of semester credit hours of required course work in fine arts

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STANDARD: CLASSROOM MANAGEMENT

This analysis applies to this program:

Elementary (UG)

Indicator 1: Typical formative or summative student teacher evaluation instruments used by either the student teacher's supervisor, cooperating teacher or both have the following characteristic: At least one specifically addresses the student teacher's ability to establish a positive learning environment and reinforce standards of classroom behavior.

The following information pertains to whether at least one instrument provides feedback on how the student teacher creates a positive learning environment: *managing time* and *materials* so as to *actively engage students* in productive tasks.

Was NCTQ's indicator that student teachers receive feedback on *managing time* satisfied by an indicator on any evaluation instrument?

Satisfied by: "Uses instructional time effectively."

Was NCTQ's indicator that student teachers receive feedback on *managing materials* satisfied by an indicator on any evaluation instrument?

DNS, no relevant language.

Was NCTQ's indicator that student teachers receive feedback on how they are *actively engaging* students in productive tasks satisfied by an indicator on any evaluation instrument?

DNS, no relevant language.

The following information pertains to whether at least one instrument provides feedback on whether the student teacher reinforces standards of classroom behavior.

Was NCTQ's indicator that student teachers receive feedback on *reinforcing standards of classroom behavior* satisfied by an indicator on any evaluation instrument?

Satisfied by: "Establishes and maintains consistent standards of behavior."

Citation:

Document Title: *Performance Assessment/Observation Report Form*

Electronic Page: *1*

URL: *Website:05_U-E-S_PERFORMANCE_ASSESSMENT.docx*

To provide more explanation in case portions of this indicator were not satisfied, here's an example of language on an instrument that would satisfy Indicator 1: Conducts effective transition strategies within and between lessons; routines for handling materials and supplies occur smoothly, with little loss of instructional time; engages the students and maintains the focus of the lesson; establishes and maintains consistent standards for student behavior.

Response on Indicator 1

The *National Review* will provide additional information on the rating of this standard as well as resources that may be helpful for improving the evaluation of elementary teacher candidates with respect to classroom management techniques. Please choose one of the following responses regarding this preliminary finding of fact:

- _____ 1. NCTQ's analysis is factually correct.
- _____ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the evaluation instruments previously provided to NCTQ that contain:
- _____ Any indicator that explicitly provides feedback to the student teacher on managing time.
 - _____ Any indicator that explicitly provides feedback to the student teacher on managing materials.
 - _____ Any indicator that explicitly provides feedback to the student teacher on actively engaging students in productive tasks.
 - _____ Any indicator that explicitly provides feedback to the student teacher on reinforcing classroom standards of behavior.

Indicator 2: Typical formative or summative student teacher evaluation instruments used by either the student teacher's supervisor, cooperating teacher or both have the following characteristic: At least one specifically addresses the student teacher's appropriate use of low profile desists for managing minimally disruptive behavior.

The following information pertains to whether at least one instrument provides feedback to the student teacher on the use of low profile desists, which might include reference to one of more of the following:

- Nonverbal methods such as eye contact, gestures or proximity, general "with-it-ness"
- Praise for the good behavior of a student who is *not* misbehaving with a specific focus on the desired behavior to get the attention of the student who *is* misbehaving.
- Calling on the offender.
- Calling for attention of all students or calling for on-task behavior by everyone.
- Giving a rule reminder.

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Was NCTQ's indicator that student teachers receive feedback on use of low profile desists satisfied by an indicator on any evaluation instrument?

DNS, no relevant language.

Citation:

Document Title: *n/a*

Electronic Page: *n/a*

URL: *n/a*

To provide more explanation in case portions of this indicator were not satisfied, here's an example of language on an instrument that would satisfy Indicator 2: Continuous student monitoring with unobtrusive redirection, preventative/proactive strategies.

Response on Indicator 2

The *National Review* will provide additional information on the rating of this standard as well as resources that may be helpful for improving the evaluation of elementary teacher candidates with respect to classroom management techniques. Please choose one of the following responses regarding this preliminary finding of fact:

- ☐ 1. NCTQ's analysis is factually correct.
- ☐ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the *evaluation instruments previously provided to NCTQ* that contain any indicator that explicitly provides feedback to the student teacher on use of *low profile desists*.

Indicator 3: Typical formative or summative student teacher evaluation instruments used by either the student teacher's supervisor, cooperating teacher or both have the following characteristic: At least one specifically addresses the student teacher's appropriate use of disciplinary action to handle disruptive student misbehavior.

The following information pertains to whether at least one instrument provides feedback to the student teacher on the use of *disciplinary action to handle significant student misbehavior*.

Was NCTQ's indicator that student teachers receive feedback on the use of *disciplinary action to handle significant student misbehavior* satisfied by an indicator on any evaluation instrument?

DNS, no relevant language.

Citation:

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Document Title: *n/a*

Electronic Page: *n/a*

URL: *n/a*

To provide more explanation in case portions of this indicator were not satisfied, here's an example of language on an instrument that would satisfy Indicator 3: Handles disruptive students effectively.

Response on Indicator 3

The *National Review* will provide additional information on the rating of this standard as well as resources that may be helpful improving the evaluation of elementary teacher candidates with respect to classroom management techniques. Please choose one of the following responses regarding this preliminary finding of fact:

- ☐ 1. NCTQ's analysis is factually correct.
- ☐ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the evaluation instruments previously provided to NCTQ that contain any indicator that explicitly provides feedback to the student teacher on the use of *disciplinary action to handle significant student misbehavior*.

STANDARD: PRACTICE PLANNING INSTRUCTION

This analysis applies to this program:

Elementary (UG)

Indicator 1: Identifying technology applications that will boost instruction and how they will do so.

BACKGROUND: The following determination was made after examination of *any* guidance for development and/or non-observation-based evaluation of lesson and/or unit plans provided for student teaching placements or culminating assignments for program completion or licensure. (By "culminating assignment" we mean any type of "capstone project," including portfolios, teacher work samples and/or teacher performance assessments, etc.). This guidance must be provided in a direct and "upfront" manner as explicit directions or in rubrics for non-observation-based evaluation. We looked for any degree of institutional commitment that when planning instruction, student teachers must consider if technology applications would be appropriate, and if so, that they must *identify the technology applications and state explicitly how it would boost instruction*.

We took the inclusion of a lesson plan template in a student teaching handbook as reflecting some degree of institutional commitment; we took advising a student teacher to download a lesson plan template off the internet as not reflecting any degree of institutional commitment. We took a *requirement* that a portfolio include an example of a lesson plan including a specific element as reflecting institutional commitment; we took a *recommendation* that it include that element as not reflecting institutional commitment.

NOTE: "DNS" means "does not satisfy."

Determination on Indicator 1:

Satisfied by "Describe how the use of technology, if used, promoted exploration and furthered understanding in this lesson. Why did you choose this particular technology?"

Citation:

Document Title: *ST Handbook*

Electronic Page: 96

URL:

To provide more information in case this indicator was not satisfied, here's an example of a requirement for lesson planning that would satisfy Indicator 1: Identify the specific instructional technologies that you will use and discuss how the use of these technologies has the potential to positively impact student learning.

Response on Indicator 1

The *National Review* will provide additional information on the rating on this standard as well as resources that may be helpful for improving guidance provided to teacher candidates in your program on the topic of instructional design. Please choose one of the following responses regarding this preliminary finding of fact:

- _____ 1. NCTQ's analysis is factually correct.
- _____ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the *documents related to student teaching or capstone projects previously provided to NCTQ* that contain any indicator that explicitly requires that teacher candidates must do instructional design that *identifies technology applications that will boost instruction and how they will do so*.
- _____ 3. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the *documents related to student teaching or capstone projects NOT previously provided to NCTQ* that contain any indicator that explicitly requires that teacher candidates must do instructional design that *identifies technology applications that will boost instruction and how they will do so*. In order to help improve NCTQ's information-gathering, we are also providing an explanation as to why these documents were not previously provided in response to NCTQ's original survey or open records request.

Indicator 2: Anchoring instruction in the state's K-12 learning standards and/or the Common Core state standards, as appropriate.

BACKGROUND: The following determination was made after examination of *any* guidance for development and/or non-observation-based evaluation of lesson and/or unit plans provided for student teaching placements or culminating assignments for program completion or licensure. (By "culminating assignment" we mean any type of "capstone project," including portfolios, teacher work samples and/or teacher performance assessments, etc.). This guidance must be provided in a direct and "upfront" manner as explicit directions or in rubrics for non-observation-based evaluation. We looked for any degree of institutional commitment that instructional planning should *anchor instruction in the state's K-12 learning standards and/or the Common Core state standards, as appropriate*.

We took the inclusion of a lesson plan template in a student teaching handbook as reflecting some degree of institutional commitment; we took advising a student teacher to download a lesson plan template off the internet as not reflecting any degree of institutional commitment. We took a *requirement* that a portfolio include an example of a lesson plan including a specific element as reflecting institutional commitment; we took a *recommendation* that it include that element as not reflecting institutional commitment.

NOTE: "DNS" means "does not satisfy."

NCTQ's Teacher Prep Review

Determination on Indicator 2:

Satisfied by "State Framework"

Citation:

Document Title: *07 U-E-S Internship Lesson Template*

Electronic Page: 2

URL:

To provide more information in case this indicator was not satisfied, here's an example of a requirement for lesson planning that would satisfy Indicator 2: Sunshine State Standard(s) Indicate the standard number(s) and full description(s).

Response on Indicator 2

The *National Review* will provide additional information on the rating on this standard as well as resources that may be helpful for improving guidance provided to teacher candidates in your program on the topic of instructional design. Please choose one of the following responses regarding this preliminary finding of fact:

- _____ 1. NCTQ's analysis is factually correct.
- _____ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the *documents related to student teaching or capstone projects previously provided to NCTQ* that contain any indicator that explicitly requires that teacher candidates must do instructional design that *anchors instruction in the state's K-12 learning standards and/or the Common Core state standards, as appropriate.*
- _____ 3. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the *documents related to student teaching or capstone projects NOT previously provided to NCTQ* that contain any indicator that explicitly requires that teacher candidates must do instructional design that *anchors instruction in the state's K-12 learning standards and/or the Common Core state standards, as appropriate.* In order to help improve NCTQ's information-gathering, we are also providing an explanation as to why these documents were not previously provided in response to NCTQ's original survey or open records request.

Indicator 3: Addressing the needs of English-language learners.

BACKGROUND: The following determination was made after examination of *any* guidance for development and/or non-observation-based evaluation of lesson and/or unit plans provided for student teaching placements or culminating assignments for program completion or licensure. (By "culminating assignment" we mean any type of "capstone project," including portfolios, teacher work samples and/or teacher performance assessments, etc.). This guidance must be provided in a direct and "upfront" manner as explicit directions or in rubrics for non-observation-based evaluation. We

looked for any degree of institutional commitment that instructional planning should *address the needs of English language learners*.

Requirements that the teacher candidate indicate how instruction will be "differentiated" without reference to "accommodations" and/or "adaptations" does not satisfy this indicator. Requirements that the teacher candidate accommodate students learning needs or adapt instruction without reference to students with special needs, English language learners or students who have achieved proficiency was deemed to satisfy only one indicator of Indicators 3, 4 and 5.

We took the inclusion of a lesson plan template in a student teaching handbook as reflecting some degree of institutional commitment; we took advising a student teacher to download a lesson plan template off the internet as not reflecting any degree of institutional commitment. We took a *requirement* that a portfolio include an example of a lesson plan including a specific element as reflecting institutional commitment; we took a *recommendation* that it include that element as not reflecting institutional commitment.

NOTE: "DNS" means "does not satisfy."

Determination on Indicator 3:

DNS. No relevant language.

Citation:

Document Title: *N/A*

Electronic Page: *N/A*

URL:

To provide more information in case this indicator was not satisfied, here's an example of a requirement for lesson planning that would satisfy Indicator 3: Identify specific ESOL strategies that you will incorporate into the lesson according to student needs and the lesson content.

Response on Indicator 3

The *National Review* will provide additional information on the rating on this standard as well as resources that may be helpful for improving guidance provided to teacher candidates in your program on the topic of instructional design. Please choose one of the following responses regarding this preliminary finding of fact:

- _____ 1. NCTQ's analysis is factually correct.
- _____ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the *documents related to student teaching or capstone projects previously provided to NCTQ* that contain any indicator that explicitly requires that teacher candidates must do instructional design that *addresses the needs of English language learners*.
- _____ 3. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the *documents related to student teaching or capstone projects NOT previously provided to NCTQ* that contain any indicator that explicitly requires that teacher candidates must do instructional design that *addresses the needs of English language learners*. In order to help improve NCTQ's information-gathering, we are also providing an explanation as to why these documents were not previously provided in response to NCTQ's original survey or open records request.

Indicator 4: Accommodating students with special needs.

BACKGROUND: The following determination was made after examination of *any* guidance for development and/or non-observation-based evaluation of lesson and/or unit plans provided for student teaching placements or culminating assignments for program completion or licensure. (By "culminating assignment" we mean any type of "capstone project," including portfolios, teacher work samples and/or teacher performance assessments, etc.). This guidance must be provided in a direct and "upfront" manner as explicit directions or in rubrics for non-observation-based evaluation. We looked for any degree of institutional commitment that instructional planning should address *accommodations for students with special needs*.

Requirements that the teacher candidate indicate how instruction will be "differentiated" without reference to "accommodations" and/or "adaptations" does not satisfy this indicator.

Requirements that the teacher candidate accommodate students learning needs or adapt instruction without reference to students with special needs, English language learners or students who have achieved proficiency was deemed to satisfy only one indicator of Indicators 3, 4 and 5.

We took the inclusion of a lesson plan template in a student teaching handbook as reflecting some degree of institutional commitment; we took advising a student teacher to download a lesson plan template off the internet as not reflecting any degree of institutional commitment. We took a *requirement* that a portfolio include an example of a lesson plan including a specific element as reflecting institutional commitment; we took a *recommendation* that it include that element as not reflecting institutional commitment.

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NOTE: "DNS" means "does not satisfy."

Determination on Indicator 4:

Satisfied by "Accommodation"

Citation:

Document Title: *07 U-E-S Internship Lesson Template*

Electronic Page: *1*

URL:

To provide more information in case this indicator was not satisfied, here's an example of a requirement for lesson planning that would satisfy Indicator 4: List any special accommodations used for the following: Special education students.

Response on Indicator 4

The *National Review* will provide additional information on the rating on this standard as well as resources that may be helpful for improving guidance provided to teacher candidates in your program on the topic of instructional design. Please choose one of the following responses regarding this preliminary finding of fact:

- _____ 1. NCTQ's analysis is factually correct.
- _____ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the documents related to student teaching or capstone projects previously provided to NCTQ that contain any indicator that explicitly requires that teacher candidates must do instructional design that addresses *accommodations for students with special needs*.
- _____ 3. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the documents related to student teaching or capstone projects NOT previously provided to NCTQ that contain any indicator that explicitly requires that teacher candidates must do instructional design that addresses *accommodations for students with special needs*. In order to help improve NCTQ's information-gathering, we are also providing an explanation as to why these documents were not previously provided in response to NCTQ's original survey or open records request.

Indicator 5: Extending instruction for students who have demonstrated proficiency in relevant standards.

BACKGROUND: The following determination was made after examination of *any* guidance for development and/or non-observation-based evaluation of lesson and/or unit plans provided for student teaching placements or culminating assignments for program completion or licensure. (By

"culminating assignment" we mean any type of "capstone project," including portfolios, teacher work samples and/or teacher performance assessments, etc.). This guidance must be provided in a direct and "upfront" manner as explicit directions or in rubrics for non-observation-based evaluation. We looked for any degree of institutional commitment that instructional planning should *address extension of instruction for students who have demonstrated proficiency in relevant standards*.

Requirements that the teacher candidate indicate how instruction will be "differentiated" without reference to "accommodations" and/or "adaptations" does not satisfy this indicator.

Requirements that the teacher candidate accommodate students learning needs or adapt instruction without reference to students with special needs, English language learners or students who have achieved proficiency was deemed to satisfy only one indicator of Indicators 3, 4 and 5.

We took the inclusion of a lesson plan template in a student teaching handbook as reflecting some degree of institutional commitment; we took advising a student teacher to download a lesson plan template off the internet as not reflecting any degree of institutional commitment. We took a *requirement* that a portfolio include an example of a lesson plan including a specific element as reflecting institutional commitment; we took a *recommendation* that it include that element as not reflecting institutional commitment.

NOTE: "DNS" means "does not satisfy."

Determination on Indicator 5:

DNS. No relevant language.

Citation:

Document Title: *N/A*

Electronic Page: *N/A*

URL:

To provide more information in case this indicator was not satisfied, here's an example of a requirement for lesson planning that would satisfy Indicator 5: More challenging tasks, extensions that require in-depth coverage, extended investigation in related topics of the learner's choice, open-ended tasks or projects.

Response on Indicator 5

The *National Review* will provide additional information on the rating on this standard as well as resources that may be helpful for improving guidance provided to teacher candidates in your program on the topic of instructional design. Please choose one of the following responses regarding this preliminary finding of fact:

- _____ 1. NCTQ's analysis is factually correct.
- _____ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the documents related to student teaching or capstone projects previously provided to NCTQ that contain any indicator that explicitly requires that teacher candidates must do instructional design that addresses *extension of instructions for students who have demonstrated proficiency in relevant standards*.
- _____ 3. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the documents related to student teaching or capstone projects NOT previously provided to NCTQ that contain any indicator that explicitly requires that teacher candidates must do instructional design that addresses *extension of instructions for students who have demonstrated proficiency in relevant standards*. In order to improve NCTQ's information-gathering, we are also providing an explanation as to why these documents were not previously provided in response to NCTQ's original survey or open records request.

Indicator 6: In addition, none of the program's instructional planning assignments encourage candidates to use pseudo-scientific methods of instruction.

BACKGROUND: Indicating that teacher candidates should consider "learning styles" when planning lessons encourages them to use pseudo-scientific methods of instruction.

NOTE: "DNS" means "does not satisfy."

Determination on Indicator 6:

DNS. "In my teaching will I address different learning styles, performance modes, multiple intelligences, and special educational/gifted education needs?"

Citation:

Document Title: *01 U-E-S Internship Handbook 11-12*

Electronic Page: 60

URL:

Response on Indicator 6

The *National Review* will provide additional information on the rating on this standard as well as resources that may be helpful for improving guidance provided to teacher candidates in your program on the topic of instructional design. Please choose one of the following responses regarding this preliminary finding of fact:

- _____ 1. NCTQ's analysis is factually correct.
- _____ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the documents related to student teaching or capstone projects previously provided to NCTQ that contain any indicator that explicitly refutes the use of learning styles to plan instruction.

Indicator 7:

In addition, the program requires that throughout their student teaching experience, teacher candidates develop written instructional plans whose content follows explicit instructional guidelines.

NOTE: "DNS" means "does not satisfy."

Determination on Indicator 7:

Satisfies. "This form is basically the same form that is in Livetext. You are expected to prepare a lesson plan for each lesson that you teach. The plan should be submitted to your teacher at least 3 days before you are to teach it. Also, all lesson plans must be submitted to your University supervisor before you teach the lesson."

Citation:

Document Title: *01 U-E-S Internship Handbook 11-12*

Electronic Page: 47

URL:

To provide more information in case this indicator was not satisfied, here's an example of language that would satisfy Indicator 7: Using forms found in the appendix of the student teaching handbook, present daily, weekly, and long-range plans for pre-approval by your master teacher.

Response on Indicator 7

The *National Review* will provide additional information on the rating on this standard as well as resources that may be helpful for improving guidance provided to teacher candidates in your program on the topic of instructional design. Please choose one of the following responses regarding this preliminary finding of fact:

- ☐ 1. NCTQ's analysis is factually correct.
- ☐ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the documents related to student teaching previously provided to NCTQ that indicates that throughout their student teaching experience, teacher candidates must develop written instructional plans whose content follows explicit instructional guidelines.
- ☐ 3. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the documents related to student teaching NOT previously provided to NCTQ that indicates that throughout their student teaching experience, teacher candidates must develop written instructional plans whose content follows explicit instructional guidelines. In order to improve NCTQ's information-gathering, we are also providing an explanation as to why these documents were not previously provided in response to NCTQ's original survey or open records request.

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STANDARD: ASSESSMENT

This analysis applies to this program:

Elementary (UG)

The courses evaluated for this standard are listed below. A culminating project's assignments may also have been included in the evaluation and will be cited in conjunction with analysis of individual indicators if relevant.

Developmentally Appropriate Practice

Methods of Teaching Mathematics In the Early Childhood Setting

Early Childhood Assessment

Seminar in Education

Indicator 1: The instructional role of standardized tests, particularly the program state's standardized tests, is addressed.

Does the program address standardized testing in instruction?

Yes

Standardized testing is addressed in this context:

☒ General

☐ National (NAEP)/District

☒ State

A description of the way that standardized testing is addressed, if relevant:

Standardized Tests: Norm-referenced vs. Criterion-referenced NOTE: Standardized criterion-referenced tests imply state tests

Citation:

Document Title: *ECED_3263_Assessment-1.doc*

Electronic Page: 5

URL:

Response on Indicator 1

NCTQ's Review will provide additional information on the rating of this standard as well as resources that may be helpful for improving the preparation of elementary teacher candidates in assessment. Please choose one of the following responses regarding this preliminary finding of fact:

- ☐ 1. NCTQ's analysis is factually correct.
- ☐ 2. NCTQ's analysis is at least partially incorrect and we are providing the syllabus for any course not noted above or the description of any culminating project not provided that addresses standardized tests, particularly the state's standardized tests.
- ☐ 3. NCTQ's analysis is at least partially incorrect and we are providing a comment on one or more of the syllabi or description of any culminating project already provided to correct information regarding coverage of standardized tests, particularly the state's standardized tests.

Indicator 2: Teacher candidates are required to prepare formative and summative classroom assessments.

Does the program require teacher candidates to prepare formative classroom assessments?

Yes

If "yes," teacher candidates are required to prepare formative classroom assessments in the following context:

Formative: Provide student work from the class or classes in which the unit was taught. Include work from 3 to 4 students (who are typical of the class) from a premeasure that demonstrates student understanding before the unit began (i.e., pretest, KWL (this must be done individually if it is used for pre-post assessment) chart copies, concept map, and/or prior knowledge worksheets.) Build into each lesson appropriate assessment activities that evaluate the students' learning and the lesson's value, accurateness, and interest retention level

Citation:

Document Title: 01_U-E-S_Internship_Exit_Portfolio.doc

Electronic Page: 3-4

URL:

Does the program require teacher candidates to prepare summative classroom assessments?

Yes

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If "yes," teacher candidates are required to prepare summative classroom assessments in the following context:

Repeat this process using the formal assessment (e.g., a final paper, a teacher-made quiz, a project with an accompanying scoring rubric, or a test) of two students conducted after completing several lessons. This assessment must be one you have designed or modified for your particular classroom situation. Include the evaluation criteria you used for this assessment (e.g., scoring rubric, answer key, response guide, etc.), samples of student work, and an analysis of what the students have learned and what you will do with this information.

Citation:

Document Title: 01_U-E-S_Internship_Exit_Portfolio.doc

Electronic Page: 9

URL:

Response on Indicator 2

NCTQ's Review will provide additional information on the rating of this standard as well as resources that may be helpful for improving the preparation of elementary teacher candidates in assessment. Please choose one of the following responses regarding this preliminary finding of fact:

- ☐ 1. NCTQ's analysis is factually correct.
- ☐ 2. NCTQ's analysis is at least partially incorrect and we are providing the syllabus for any course not noted above or the description of any culminating project not provided that requires teacher candidates to prepare formative and/or summative assessments.
- ☐ 3. NCTQ's analysis is at least partially incorrect and we are providing a comment on one or more of the syllabi or description of any culminating project already provided to correct information regarding requirements that teacher candidates prepare formative and/or summative assessments.

Indicator 3: Individually and in teams, teacher candidates are taught how to interpret and apply data from both standardized and classroom assessments in order to inform instruction.

NOTE: Any analysis or interpretation of data from assessments that is conducted as class work or lab work is presumed to involve "analysis or interpretation in teams."

Our evaluation of coursework (and any culminating project that might have relevant assignments) indicates that teacher candidates are required to do the following:

	Individually	In Teams
(1) Analyze data from classroom assessments	<u>X</u>	—
(2) Interpret data from classroom assessments to inform	<u>X</u>	—

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instruction

(3) Analyze data from standardized assessments

— —

(4) Interpret data from standardized assessments to inform instruction

— —

If no analysis or interpretation exercises are checked above, it is possible that the reason is that we "could not determine" whether they are required. If so, a "CBD" will be noted below:

N/A

The assignments which required any of the analysis and/or interpretation exercises that are checked above are described as follows:

Individual (1 and 2): The informal assessment (e.g. a pre-test, homework assignment, observational checklist, in class assignment, and/on rating scale) should directly reflect the objectives of your unit and include samples of student work, an analysis of student learning, and the decisions you will make based upon your analysis of the informal assessment. Select the work of two students who are representative of the class to illustrate your analysis of student learning through these assessments. Your analysis will likely be at least one page in length.

Citation:

Document Title: 01_U-E-S_Internship_Exit_Portfolio.doc

Electronic Page: 9

URL:

Response on Indicator 3

NCTQ's Review will provide additional information on the rating of this standard as well as resources that may be helpful for improving the preparation of elementary teacher candidates in assessment. Please choose one of the following responses regarding this preliminary finding of fact:

- _____ 1. NCTQ's analysis is factually correct.
- _____ 2. NCTQ's analysis is at least partially incorrect and we are providing the syllabus for any course not noted above or the description of any culminating project not provided that requires teacher candidates to analyze and interpret data from classroom and/or standardized assessments.
- _____ 3. NCTQ's analysis is at least partially incorrect and we are providing a comment on one or more of the syllabi or description of any culminating project already provided to correct information regarding requirements that teacher candidates analyze and interpret data from classroom and/or standardized assessments.

STANDARD: STUDENT TEACHING

This analysis applies to this program:

Elementary (UG)

Indicator 1: The student teacher is observed and provided written feedback at least five times at regular intervals during the semester.

BACKGROUND: Only *requirements*, not *recommendations*, regarding observations, feedback provided after observations and the frequency of observations by university personnel are relevant for evaluation of this indicator. By "semester", we mean the period of clinical practice that satisfies standard conventions for student teaching.

NOTE: "DNS" means "does not satisfy." The fact that the feedback that is provided is written feedback was often inferred from a variety of contextual elements seen when material is processed. In such cases, the finding is "*Satisfied based on comprehensive perusal of relevant student teaching materials.*"

Determination on WRITTEN FEEDBACK

Satisfied based on comprehensive perusal of relevant student teaching materials.

Citation:

Document Title: *n/a*

Electronic Page: *n/a*

URL: *n/a*

Determination on NUMBER OF OBSERVATIONS

DNS due to: "University Supervisor's Role: ... 4 observation visits."

Citation:

Document Title: *ST Handbook*

Electronic Page: *40*

URL: *Website:01_U-E-S_Internship_Handbook_11-12.pdf*

Determination on REGULAR INTERVALS

Satisfied by the timeline in the cited document.

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Citation:

Document Title: *Timeline*

Electronic Page: *all*

URL: *Website:01_U-E-S_TIMELINE_FOR_ALL_OF_US_Fall_10.doc*

Response on Indicator 1

NCTQ's Review will provide additional information on the rating on this standard as well as resources that may be helpful for improving student teaching arrangements in your programs. Please choose one of the following responses regarding this preliminary finding of fact:

- _____ 1. NCTQ's analysis is factually correct.
- _____ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the *documents related to student teaching previously provided to NCTQ* that contain information on the number of times a student teacher is observed and provided written feedback and/or the intervals at which such observations are required.
- _____ 3. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the *documents related to student teaching NOT previously provided to NCTQ* that contain information on the number of times a student teacher is observed and provided written feedback and/or the intervals at which such observations are required . In order to help improve NCTQ's information-gathering, we are also providing an explanation as to why these documents were not previously provided in response to NCTQ's original survey or open records request.

Indicator 2: The program communicates clearly to the school district that cooperating teachers must:

- Be proven capable mentors OR receive mentorship training.
AND
- Be proven effective instructors (as measured by student performance).

BACKGROUND: *Willingness* to be a mentor (as opposed to proven capability) does not satisfy this indicator. An orientation session does not suffice as "mentor training."

Student performance must be explicitly referenced as an element of "effective instruction" in order to satisfy this indicator.

NOTE: "DNS" means "does not satisfy."

Did we receive any documents and/or relevant information demonstrating written communications with school district personnel?

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Yes

Does the program communicate clearly to the school district that cooperating teachers must be proven capable mentors OR receive mentor training?

Satisfied by reference to the [redacted] program.

Citation:

Document Title: 3_MtrTchrInfo

Electronic Page: 1

URL: Website:03_U-E-S_Intern_Mentor_Teacher_info.docx

Does the program communicate clearly to the school district that cooperating teachers must be effective instructors (as measured by student performance)?

DNS. Only the following qualifications are expected: "...fully certified in the field, three years experience, at least one semester in the current position, no more than three different preparations (secondary) exclusive of activity courses, and be a qualified mentor with [redacted] training as required by the State Department of Education."

Citation:

Document Title: 9_Cntrct

Electronic Page: 3

URL: Website:09_U-E-S_Contract_for_Supv_of_Interns.doc

To provide more information in case this indicator was not satisfied, here's an example of the type of communication with school districts that would satisfy Indicator 2: A letter to principals sent before the selection process begins that lists five characteristics sought in teachers nominated to be cooperating teachers, including that the nominated teachers: 1) have demonstrated skills in communication, observation and providing feedback to an adult, and 2) have been rated at the highest level in a district 4-level evaluation system that incorporates student performance data.

Response on Indicator 2

NCTQ's Review will provide additional information on the rating on this standard as well as resources that may be helpful for improving student teaching arrangements in your programs. Please choose one of the following responses regarding this preliminary finding of fact:

- _____ 1. NCTQ's analysis is factually correct.
- _____ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the *documents related to student teaching previously provided to NCTQ* that contain information on communications with school districts that clearly indicate to school district personnel that teachers nominated for the role of cooperating teachers must be 1) capable mentors, and/or 2) effective instructors as measured by student performance.
- _____ 3. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the *documents related to student teaching NOT previously provided to NCTQ* that contain information on communications with school districts that clearly indicate to school district personnel that teachers nominated for the role of cooperating teachers must be 1) capable mentors, and/or 2) effective instructors as measured by student performance. In order to help improve NCTQ's information-gathering, we are also providing an explanation as to why these documents were not previously provided in response to NCTQ's original survey or open records request.

Indicator 3: The program plays an active role in selecting cooperating teachers, as indicated by the fact that its selection from teachers nominated by school district personnel is informed by substantive information that bears on their capacity to excel as cooperating teachers.

BACKGROUND: Because an active role in selection relies on selecting among nominated teacher candidates on the basis of substantive information, any one of a variety of general statements that the program and the school district engage in a cooperative process of cooperating teacher selection does not satisfy this standard. By "substantive information" we mean information beyond the years of experience, ethnic background and licensure status of nominated teachers who have not previously served as cooperating teachers. Substantive information may relate to characteristics not deemed relevant for evaluation of Indicator 2, such as classroom management skills.

NOTE: "DNS" means "does not satisfy." If there is evidence that the program simply accepts all teachers nominated as cooperating teachers by school district personnel and then places the student teachers, the analyst may indicate that there is no active role on the part of the process by referring to the process as "one to one" placement.

Did we receive contracts and/or forms that definitively establish whether or not the program gathers substantive information on cooperating teachers?

Yes

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Does the program play an active role in selecting cooperating teachers as indicated by evaluation of substantive information?

DNS. The relevant contract language simply states: "The selection of teachers to mentor student interns or other laboratory experiences shall be a joint responsibility of the administrative officers of both institutions." This DNS.

Citation:

Document Title: *9_Cntrct*

Electronic Page: *1*

URL: *Website:09_U-E-S_Contract_for_Supv_of_Interns.doc*

Response on Indicator 3

NCTQ's Review will provide additional information on the rating on this standard as well as resources that may be helpful for improving student teaching arrangements in your programs. Please choose one of the following responses regarding this preliminary finding of fact:

- ☐ 1. NCTQ's analysis is factually correct.
- ☐ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the *documents related to student teaching previously provided to NCTQ* that reveal an active role in the selection of cooperating teachers, as indicated by use of substantive information on nominated teachers.
- ☐ 3. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the *documents related to student teaching NOT previously provided to NCTQ* that reveal an active role in the selection of cooperating teachers, as indicated by use of substantive information on nominated teachers. In order to help improve NCTQ's information-gathering, we are also providing an explanation as to why these documents were not previously provided in response to NCTQ's original survey or open records request.

STANDARD: OUTCOMES

This analysis applies to this program:

Elementary (UG)

Indicator 1: The institution surveys its graduates regarding topics relevant to program evaluation.

BACKGROUND: The following analysis only gives credit for surveys that are relevant for program evaluation and improvement. The preponderance of questions in a survey of this type should:

- Ask graduates about their specific courses, student teaching, or other experiences in the teacher preparation program, and/or
- Ask graduates if the teacher preparation program prepared them for one or more domains (classroom management, planning, etc.) that they encountered as teachers, and/or
- Ask graduates to evaluate the teacher preparation program holistically, perhaps through a narrative or rating.

Exit surveys, student teaching satisfaction surveys, and surveys seeking contact and employment information are not deemed relevant. Surveys that are administered to all of the university's alumni and not specifically to graduates of the teacher preparation program are not deemed relevant.

Does the institution satisfy indicator 1 by surveying its graduates on topics relevant to program evaluation?

Yes

Please describe the graduate survey:

The graduate survey is relevant to program evaluation.

Citation:

Document Title: *Graduate Survey*

Electronic Page: *n/a*

URL: *Website:Alumni_Survey_35203.pdf*

Response on Indicator 1

NCTQ's Review will provide additional information on the rating on this standard as well as information that may be helpful for improving outcomes tracking. Please choose one of the following responses regarding this preliminary finding of fact:

- _____ 1. NCTQ's analysis is factually correct.
- _____ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the *documents related to surveys of graduates previously provided to NCTQ* that pertain to program evaluation.
- _____ 3. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the *documents related to surveys of graduates NOT previously provided to NCTQ* that pertain to program evaluation. In order to help improve NCTQ's information-gathering, we are also providing an explanation as to why these documents were not previously provided in response to NCTQ's original survey or open records request.

Indicator 2: The institution surveys its graduates' employers about their professional performance.

BACKGROUND: The following analysis only gives credit for surveys that are relevant for program evaluation and improvement. The preponderance of questions in a survey of this type should:

- Ask employers about the performance of specific graduates or teacher preparation program graduates as a group, and/or
- Ask employers to evaluate if the teacher preparation program prepared the teacher hired for one or more domains (classroom management, planning, etc.) typically encountered in teaching, and/or
- Ask employers for results of job evaluations, and/or
- Ask employers to comment holistically or in narrative form on the quality of the program's graduates.

Employees' demographic surveys are not deemed relevant for this analysis.

Does this institution satisfy indicator 2 by surveying its graduates' employers about their performance?

Yes

Please describe the employer survey:

The employer survey is relevant to program evaluation.

NCTQ's Teacher Prep Review

Citation:

Document Title: *Employer Satisfaction Survey*

Electronic Page: *n/a*

URL: *Website:Employer_Survey_35205.pdf*

Response on Indicator 2

NCTQ's Review will provide additional information on the rating of this standard as well as information that may be helpful for improving outcomes tracking. Please choose one of the following responses regarding this preliminary finding of fact:

- ☐ 1. NCTQ's analysis is factually correct.
- ☐ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the *documents related to surveys of employers previously provided to NCTQ* that pertain to program evaluation.
- ☐ 3. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the *documents related to surveys of employers NOT previously provided to NCTQ* that pertain to program evaluation. In order to help improve NCTQ's information-gathering, we are also providing an explanation as to why these documents were not previously provided in response to NCTQ's original survey or open records request.

Indicator 3: The institution secures data from teacher performance assessments (e.g., California's PACT) administered to candidates just prior to or at graduation.

BACKGROUND: This analysis only applies to standardized state or national teacher performance assessments (TPA) on which the performance of the program's graduates can be compared to graduates of other teacher preparation programs. The analysis applies to all programs in a state in which the state has universally adopted a TPA (regardless of whether the program submits information regarding the TPA), and to any program in a state that has not universally adopted a standardized TPA if the program administers a standardized TPA and submits information to NCTQ to that effect.

Does the institution satisfy indicator 3 by securing data from state teacher performance assessments?

No

Please describe the teacher performance assessment data provided:

No teacher performance assessment data were provided.

NCTQ's Teacher Prep Review

Citation:

Document Title: *n/a*

Electronic Page: *n/a*

URL: *n/a*

Response on Indicator 3

NCTQ's Review will provide additional information on the rating of this standard as well as information that may be helpful for improving outcomes tracking. Please choose one of the following responses regarding this preliminary finding of fact:

- _____ 1. NCTQ's analysis is factually correct.
- _____ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the documents *previously provided to NCTQ* that pertain to a TPA.
- _____ 3. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the documents *NOT previously provided to NCTQ* that pertain to a TPA. In order to help improve NCTQ's information-gathering, we are also providing an explanation as to why these documents were not previously provided in response to NCTQ's original survey or open records request.

Indicator 4: Unless state data systems preclude access to meaningful data, the institution secures growth data on its graduates' students, including any teacher evaluations which are based at least partially on such data.

BACKGROUND: All teacher preparation programs in Louisiana, Tennessee, and programs housed in public institutions in North Carolina are presumed to secure growth data on graduates' students by virtue of state data systems. Since similar state data systems may not be available elsewhere, all other teacher preparation programs may satisfy the indicator if they provide evidence that they have acted independently to obtain growth data.

Does this institution satisfy indicator 4 by securing student growth data for its graduates?

No

Please describe the student growth data provided:

No student growth data were provided.

Citation:

Document Title: *n/a*

NCTQ's Teacher Prep Review

Electronic Page: *n/a*

URL: *n/a*

Response on Indicator 4

NCTQ's Review will provide additional information on the rating of this standard as well as information that may be helpful for improving outcomes tracking. Please choose one of the following responses regarding this preliminary finding of fact:

- _____ 1. NCTQ's analysis is factually correct.
- _____ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the documents previously provided to NCTQ that pertain to our use of growth data on graduates' students.
- _____ 3. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the documents NOT previously provided to NCTQ that pertain to our use of growth data on graduates' students. In order to help improve NCTQ's information-gathering, we are also providing an explanation as to why these documents were not previously provided in response to NCTQ's original survey or open records request.

Indicator 5: All forms of data noted are collected on an established timetable that supports regular program evaluation.

BACKGROUND: A data collection cycle of three years or less is deemed to support "regular" program evaluation. Data from teacher performance assessments are presumed to be collected annually on each cohort of graduates. Growth data on graduates' students provided by state data systems are presumed to be provided annually.

Does this institution satisfy indicator 5 by collecting data at least every three years?

Yes

Please describe survey frequency:

Survey administered at least every three years.

Citation:

Document Title: *Graduate Survey Employer Satisfaction Survey*

Electronic Page: *n/a*

URL: *Website:Alumni_Survey_35203.pdf Website:Employer_Survey_35205.pdf*

Response on Indicator 5

NCTQ's Teacher Prep Review

NCTQ's Review will provide additional information on the rating of this standard as well as information that may be helpful for improving outcomes tracking. Please choose one of the following responses regarding this preliminary finding of fact:

- ☐ 1. NCTQ's analysis is factually correct.
- ☐ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more documents that contain the correct information regarding the frequency of alumni and/or employer survey administration, and/or the collection of growth data on graduates' students that is not obtained from state data systems.

STANDARDS RELATING TO THE UNDERGRADUATE SECONDARY PROGRAM

NCTQ's Teacher Prep Review

STANDARD: SELECTIVITY

This analysis applies to this program:

Secondary (UG)

Indicator 1: At the undergraduate level, the program utilizes for admission a requirement of a GPA of 3.0 or higher either for college preparatory coursework in high school (in cases of admission for preparation in the first several years of college) or for coursework in the first two years of college.

Does the teacher preparation institution have a clear minimum GPA requirement?

Yes

Minimum GPA:

2.75

Citation:

Document Title: *Catalog/Academic Programs/Chapter 12*

Electronic Page: *pg.29*

URL: *Website:catalog_chapter_12.pdf*

Response on Indicator 1

NCTQ's Review will provide additional information on the rating of this standard as well as information that may be helpful for improving admissions standards. Please choose one of the following responses regarding this preliminary finding of fact:

- _____ 1. NCTQ's analysis is factually correct.
- _____ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more *websites or publicly available documents on our website* that contain the correct information regarding:
- _____ The minimum GPA required for admission to the Secondary (UG) program.

Indicator 2: In the absence of the requirement for admission of a GPA of 3.0 or higher, the college or university is either sufficiently selective (as indicated by a mean combined SAT mathematics and verbal score of 1120 or above or a mean ACT composite score of 24 or above), or the program utilizes a standardized test of academic proficiency that allows comparison of applicants to the general college-going population and selection of applicants in the top half of that population.

NOTE: Standardized tests of academic proficiency that are designed to evaluate teacher candidates only, do not satisfy this indicator.

NCTQ's Teacher Prep Review

The University/College mean SAT score:

1015.0

The University/College mean ACT score:

21.5

Citation:

Document Title: *NCTQ IPEDS Spreadsheet*

Electronic Page: *n/a*

URL: *n/a*

Does the teacher preparation institution itself have SAT/ACT requirements for these programs?

No

If so, what are they?

Citation:

Document Title: *Catalog/Academic Programs/Chapter 12*

Electronic Page: *pg.29*

URL: *Website:catalog_chapter_12.pdf*

Do the university or teacher preparation institution SAT/ACT requirements meet or exceed 1120 (SAT) or 24(ACT)?

No

Does the university or teacher preparation institution have SAT/ACT requirements that meet or exceed 1011(SAT) or 21(ACT)?

Yes

NCTQ's Teacher Prep Review

Does the teacher preparation program use other admissions tests?

No

Citation:

Document Title: *Catalog/Academic Programs/Chapter 12*

Electronic Page: pg.29

URL: Website:catalog_chapter_12.pdf

Do these other test requirements meet or exceed the threshold score?

No

Do these other requirements meet or exceed the median score?

No

Response on Indicator 2

NCTQ's Review will provide additional information on the rating of this standard as well as information that may be helpful for improving admissions standards. Please choose one of the following responses regarding this preliminary finding of fact:

- ☐ 1. NCTQ's analysis is factually correct.
- ☐ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more websites or publicly available documents on our website that contain the correct information regarding:
 - ☐ Mean SAT/ACT scores of teacher candidates in the Secondary (UG) program.
 - ☐ Teacher preparation program SAT/ACT score requirements for prospective Secondary (UG) teacher candidates.
 - ☐ Standardized tests required for admission to the Secondary (UG) program.
 - ☐ The University/College mean SAT/ACT scores.

STANDARD: MIDDLE SCHOOL CONTENT

This analysis applies to this program:

Secondary (UG)

Indicator 1: Using an outcomes-based approach, each pathway to middle school certification listed below requires that in every subject, the teacher will be qualified to teach either:

- A series of rigorous standalone tests.
OR
- A rigorous test of multiple subject areas that provides cut-scores for each separate subject-specific test section.

Absent such licensing tests used to verify competency, we look for institutions to require or verify courses of study as follows:

NOTE: Our analysis of your program's preparation of teacher candidates in each of the four core middle school certification pathways (mathematics, English, the sciences and the social sciences) and any combination of those pathways is conditioned on the nature of state licensing tests in each. If tests satisfy Indicator 1, no analysis of your program's preparation in a pathway will be found below. *Only if tests do NOT satisfy Indicator 1 will you find any analysis of your program's preparation in a pathway below.*

Indicator 2: At the undergraduate level, a middle school teacher candidate seeking certification in mathematics must have a major consisting of at least 30 semester credit hours, including at least 24 credit hours of general audience* mathematics coursework.

Single-subject preparation in mathematics is not available in this state.

Citation:

Document Title: *n/a*

Electronic Page: *n/a*

URL: *n/a*

Indicator 3: A middle school teacher candidate seeking certification in English must have a major consisting of at least 30 semester credit hours, including at least 24 credit hours of general audience* English coursework.

Single-subject preparation in English is not available in this state.

Citation:

Document Title: *n/a*

Electronic Page: *n/a*

URL: *n/a*

Indicator 4: A middle school teacher candidate seeking certification in the sciences must have either a major in a single teachable science discipline (biology, chemistry or physics) of at least 30 semester credit hours including at least 24 credit hours of general audience coursework* or a major in general science consisting of 30 semester credit hours that includes at least 15 credit hours (the equivalent of one minor) in one teachable science discipline (biology, chemistry or physics).

Single-subject preparation in science is not available in this state.

Citation:

Document Title: *n/a*

Electronic Page: *n/a*

URL: *n/a*

Indicator 5: A middle school teacher candidate seeking certification in the social sciences must have either a major in a single teachable science discipline (history, government/political science, or economics) of at least 30 semester credit hours including at least 24 credit hours of general audience coursework* or a major in general social science consisting of 30 semester credit hours that includes at least 15 credit hours (the equivalent of one minor) in history.

***Courses which are intended for any student on campus, not just prospective teachers.**

Single-subject preparation in social science is not available in this state.

Citation:

Document Title: *n/a*

Electronic Page: *n/a*

URL: *n/a*

Indicator 6: A middle school teacher candidate seeking certification in multiple subjects must have at least 15 semester credit hours (the equivalent of a minor) in a single discipline relevant to each of the subject areas. (For example, dual certification in mathematics and science must consist of the equivalent of a minor in mathematics and a minor in biology, not the equivalent of a minor in mathematics and a minor in general science.)

NCTQ's Teacher Prep Review

The programs are in a state that requires rigorous content tests for mathematics/science and English/social science licensure.

Citation:

Document Title: 2012-2012 College of Education Catalog Section

Electronic Page: 97-100

URL: Cat_1213_COE.pdf

Response on Indicators 1-6

NCTQ's Review will provide additional information on the rating of this standard as well as resources that may be helpful for improving the content preparation of middle school teacher candidates. Please choose one of the following responses regarding this preliminary finding of fact:

- ☐ 1. NCTQ's analysis is factually correct.
- ☐ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or websites or publicly available documents on our website that contain the correct information regarding:
 - ☐ Content preparation requirements in mathematics
 - ☐ Content preparation requirements in English
 - ☐ Content preparation requirements in the sciences
 - ☐ Content preparation requirements in the social sciences
 - ☐ Content preparation requirements in mathematics/science
 - ☐ Content preparation requirements in English/social sciences

STANDARD: HIGH SCHOOL CONTENT

This analysis applies to this program:

Secondary (UG)

Indicator 1: Using an outcomes-based approach, each pathway to high school certification listed below requires that in every subject, the teacher will be qualified to teach either:

- A series of rigorous standalone tests.
OR
- A rigorous test of multiple subject areas that provides cut-scores for each separate subject-specific test section.

Absent such licensing tests used to verify competency, we look for institutions to require or verify courses of study as follows:

NOTE: Our analysis of your program's preparation of teacher candidates in each of the four core high school certification pathways (mathematics, English, the sciences and the social sciences) is conditioned on the nature of state licensing tests in each. If tests satisfy Indicator 1, no analysis of your program's preparation in a pathway will be found below. *Only if tests do NOT satisfy Indicator 1 will you find any analysis of your program's preparation in a pathway below.*

Indicator 2: At the undergraduate level, a high school teacher candidate seeking certification in mathematics must have a major consisting of at least 30 semester credit hours, including at least 24 credit hours of general audience* mathematics coursework.

The program is in a state that requires a rigorous content test for mathematics licensure.

Citation:

Document Title: *2012-2013 Catalog*

Electronic Page: *p. 172*

URL: *Cat_1213_STEM.pdf*

Indicator 3: A high school teacher candidate seeking certification in English must have a major consisting of at least 30 semester credit hours, including at least 24 credit hours of general audience English coursework.

The program is in a state that requires a rigorous content test for English licensure.

Citation:

Document Title: *2012-2013 Catalog*

Electronic Page: *p. 147*

URL: *Cat_1213_COLC.pdf*

Indicator 4: A high school teacher candidate seeking science certification in a state that requires single-subject certification must have a major in the single teachable science discipline for which certification will be awarded of at least 30 semester credit hours, including at least 24 credit hours of general audience coursework. A high school teacher candidate seeking science certification in a state that offers general science certification must have coursework preparation that consists of at least 15 credit hours (the equivalent of one minor) in at least two teachable science disciplines (biology, chemistry or physics).

Is the program in a state that requires a rigorous content test for Physical Science, and Life Science licensure?

No

Does the pathway ensure adequate coursework preparation?

No

Certification 1: Physical Science

Most rigorous requirements in: Chemistry

Cert. Title/Description: Chemistry with Physical/Earth Science Teacher Licensure 7-12 Bachelor of Science (BS) Degree

Requirements	Teacher Audience	Credits
4 CHEM 1403/1401 College Chemistry I/Lab	—	4
4 CHEM 1413/1411 College Chemistry II/Lab	—	4
4 CHEM 2703/2701 Organic Chemistry I/Lab	—	4
1 CHEM 4401 Instructional Methods I	—	1
4 CHEM 2713/2711 Organic Chemistry II/Lab	—	4
1 CHEM 4421 Instructional Methods II	—	1
4 CHEM 3604 Analytical Chemistry 2	—	4
4 CHEM 4504 Physical Chemistry I 2	—	4
1 CHEM 4411 Laboratory Methods I	—	1
4 CHEM 4514 Physical Chemistry II 2	—	4
1 CHEM 4431 Laboratory Methods II	—	1
4 CHEM 3403/3401 Biochemistry I/Lab	—	4

NCTQ's Teacher Prep Review

Next most rigorous requirements in: Physics

Requirements	Teacher Audience	Credits
4 PHYS 2903/2911 University Physics I/Lab	—	4
4 PHYS 2923/2931 University Physics II/Lab	—	4

Citation:

Document Title: *2012-2013 Catalog*

Electronic Page: *bio p. 159 and Chem p. 162*

URL: *Cat_1213_STEM.pdf*

Indicator 5: A high school teacher candidate seeking social science certification in a state that requires single-subject certification must have a major in the single teachable social science discipline for which certification will be awarded of at least 30 semester credit hours, including at least 24 credit hours of general audience coursework. A high school teacher candidate seeking social science certification in a state that offers social science certification must have a major in history, or coursework preparation that consists of at least 15 credit hours (the equivalent of one minor) in history and in at least one other teachable social science (government/political science, economics or psychology).

***Courses which are intended for any student on campus, not just prospective teachers.**

Is the program in a state that requires a rigorous content test for social science licensure?

No

Does the pathway ensure adequate coursework preparation?

Yes

Citation:

Document Title: *2012-2013 Catalog*

Electronic Page: *p. 130*

URL: *Cat_1213_COHSS.pdf*

Response on Indicator 1-5

NCTQ's Review will provide additional information on the rating of this standard as well as resources that may be helpful for improving the content preparation of secondary teacher candidates. Please choose one of the following responses regarding this preliminary finding of fact:

- ☐ 1. NCTQ's analysis is factually correct.
- ☐ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more websites or publicly available documents on our website that contain the correct information regarding:
 - ☐ Content preparation requirements in mathematics
 - ☐ Content preparation requirements in English
 - ☐ Content preparation requirements in the sciences
 - ☐ Content preparation requirements in the social sciences

NCTQ's Teacher Prep Review

STANDARD: CLASSROOM MANAGEMENT

This analysis applies to this program:

Secondary (UG)

Indicator 1: Typical formative or summative student teacher evaluation instruments used by either the student teacher's supervisor, cooperating teacher or both have the following characteristic: At least one specifically addresses the student teacher's ability to establish a positive learning environment and reinforce standards of classroom behavior.

The following information pertains to whether at least one instrument provides feedback on how the student teacher creates a positive learning environment: *managing time* and *materials* so as to *actively engage students* in productive tasks.

Was NCTQ's indicator that student teachers receive feedback on *managing time* satisfied by an indicator on any evaluation instrument?

Satisfied by: "Uses instructional time effectively."

Was NCTQ's indicator that student teachers receive feedback on *managing materials* satisfied by an indicator on any evaluation instrument?

DNS, no relevant language.

Was NCTQ's indicator that student teachers receive feedback on how they are *actively engaging* students in productive tasks satisfied by an indicator on any evaluation instrument?

DNS, no relevant language.

The following information pertains to whether at least one instrument provides feedback on whether the student teacher reinforces standards of classroom behavior.

Was NCTQ's indicator that student teachers receive feedback on *reinforcing standards of classroom behavior* satisfied by an indicator on any evaluation instrument?

Satisfied by: "Establishes and maintains consistent standards of behavior."

Citation:

Document Title: *Performance Assessment/Observation Report Form*

Electronic Page: *1*

URL: *Website:05_U-E-S_PERFORMANCE_ASSESSMENT.docx*

To provide more explanation in case portions of this indicator were not satisfied, here's an example of language on an instrument that would satisfy Indicator 1: Conducts effective transition strategies within and between lessons; routines for handling materials and supplies occur smoothly, with little loss of instructional time; engages the students and maintains the focus of the lesson; establishes and maintains consistent standards for student behavior.

Response on Indicator 1

The *National Review* will provide additional information on the rating of this standard as well as resources that may be helpful for improving the evaluation of elementary teacher candidates with respect to classroom management techniques. Please choose one of the following responses regarding this preliminary finding of fact:

- _____ 1. NCTQ's analysis is factually correct.
- _____ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the evaluation instruments previously provided to NCTQ that contain:
- _____ Any indicator that explicitly provides feedback to the student teacher on managing time.
 - _____ Any indicator that explicitly provides feedback to the student teacher on managing materials.
 - _____ Any indicator that explicitly provides feedback to the student teacher on actively engaging students in productive tasks.
 - _____ Any indicator that explicitly provides feedback to the student teacher on reinforcing classroom standards of behavior.

Indicator 2: Typical formative or summative student teacher evaluation instruments used by either the student teacher's supervisor, cooperating teacher or both have the following characteristic: At least one specifically addresses the student teacher's appropriate use of low profile desists for managing minimally disruptive behavior.

The following information pertains to whether at least one instrument provides feedback to the student teacher on the use of low profile desists, which might include reference to one of more of the following:

- Nonverbal methods such as eye contact, gestures or proximity, general "with-it-ness"
- Praise for the good behavior of a student who is *not* misbehaving with a specific focus on the desired behavior to get the attention of the student who *is* misbehaving.
- Calling on the offender.
- Calling for attention of all students or calling for on-task behavior by everyone.
- Giving a rule reminder.

NCTQ's Teacher Prep Review

Was NCTQ's indicator that student teachers receive feedback on use of low profile desists satisfied by an indicator on any evaluation instrument?

DNS, no relevant language.

Citation:

Document Title: *n/a*

Electronic Page: *n/a*

URL: *n/a*

To provide more explanation in case portions of this indicator were not satisfied, here's an example of language on an instrument that would satisfy Indicator 2: Continuous student monitoring with unobtrusive redirection, preventative/proactive strategies.

Response on Indicator 2

The *National Review* will provide additional information on the rating of this standard as well as resources that may be helpful for improving the evaluation of elementary teacher candidates with respect to classroom management techniques. Please choose one of the following responses regarding this preliminary finding of fact:

- ☐ 1. NCTQ's analysis is factually correct.
- ☐ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the evaluation instruments previously provided to NCTQ that contain any indicator that explicitly provides feedback to the student teacher on use of *low profile desists*.

Indicator 3: Typical formative or summative student teacher evaluation instruments used by either the student teacher's supervisor, cooperating teacher or both have the following characteristic: At least one specifically addresses the student teacher's appropriate use of disciplinary action to handle disruptive student misbehavior.

The following information pertains to whether at least one instrument provides feedback to the student teacher on the use of *disciplinary action to handle significant student misbehavior*.

Was NCTQ's indicator that student teachers receive feedback on the use of *disciplinary action to handle significant student misbehavior* satisfied by an indicator on any evaluation instrument?

DNS, no relevant language.

Citation:

NCTQ's Teacher Prep Review

Document Title: *n/a*

Electronic Page: *n/a*

URL: *n/a*

To provide more explanation in case portions of this indicator were not satisfied, here's an example of language on an instrument that would satisfy Indicator 3: Handles disruptive students effectively.

Response on Indicator 3

The *National Review* will provide additional information on the rating of this standard as well as resources that may be helpful improving the evaluation of elementary teacher candidates with respect to classroom management techniques. Please choose one of the following responses regarding this preliminary finding of fact:

- ☐ 1. NCTQ's analysis is factually correct.
- ☐ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the evaluation instruments previously provided to NCTQ that contain any indicator that explicitly provides feedback to the student teacher on the use of *disciplinary action to handle significant student misbehavior*.

STANDARD: PRACTICE PLANNING INSTRUCTION

This analysis applies to this program:

Secondary (UG)

Indicator 1: Identifying technology applications that will boost instruction and how they will do so.

BACKGROUND: The following determination was made after examination of *any* guidance for development and/or non-observation-based evaluation of lesson and/or unit plans provided for student teaching placements or culminating assignments for program completion or licensure. (By "culminating assignment" we mean any type of "capstone project," including portfolios, teacher work samples and/or teacher performance assessments, etc.). This guidance must be provided in a direct and "upfront" manner as explicit directions or in rubrics for non-observation-based evaluation. We looked for any degree of institutional commitment that when planning instruction, student teachers must consider if technology applications would be appropriate, and if so, that they must *identify the technology applications and state explicitly how it would boost instruction*.

We took the inclusion of a lesson plan template in a student teaching handbook as reflecting some degree of institutional commitment; we took advising a student teacher to download a lesson plan template off the internet as not reflecting any degree of institutional commitment. We took a *requirement* that a portfolio include an example of a lesson plan including a specific element as reflecting institutional commitment; we took a *recommendation* that it include that element as not reflecting institutional commitment.

NOTE: "DNS" means "does not satisfy."

Determination on Indicator 1:

Satisfied by "Describe how the use of technology, if used, promoted exploration and furthered understanding in this lesson. Why did you choose this particular technology?"

Citation:

Document Title: *ST Handbook*

Electronic Page: 96

URL:

To provide more information in case this indicator was not satisfied, here's an example of a requirement for lesson planning that would satisfy Indicator 1: Identify the specific instructional technologies that you will use and discuss how the use of these technologies has the potential to positively impact student learning.

Response on Indicator 1

The *National Review* will provide additional information on the rating on this standard as well as resources that may be helpful for improving guidance provided to teacher candidates in your program on the topic of instructional design. Please choose one of the following responses regarding this preliminary finding of fact:

- _____ 1. NCTQ's analysis is factually correct.
- _____ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the *documents related to student teaching or capstone projects previously provided to NCTQ* that contain any indicator that explicitly requires that teacher candidates must do instructional design that *identifies technology applications that will boost instruction and how they will do so*.
- _____ 3. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the *documents related to student teaching or capstone projects NOT previously provided to NCTQ* that contain any indicator that explicitly requires that teacher candidates must do instructional design that *identifies technology applications that will boost instruction and how they will do so*. In order to help improve NCTQ's information-gathering, we are also providing an explanation as to why these documents were not previously provided in response to NCTQ's original survey or open records request.

Indicator 2: Anchoring instruction in the state's K-12 learning standards and/or the Common Core state standards, as appropriate.

BACKGROUND: The following determination was made after examination of *any* guidance for development and/or non-observation-based evaluation of lesson and/or unit plans provided for student teaching placements or culminating assignments for program completion or licensure. (By "culminating assignment" we mean any type of "capstone project," including portfolios, teacher work samples and/or teacher performance assessments, etc.). This guidance must be provided in a direct and "upfront" manner as explicit directions or in rubrics for non-observation-based evaluation. We looked for any degree of institutional commitment that instructional planning should *anchor instruction in the state's K-12 learning standards and/or the Common Core state standards, as appropriate*.

We took the inclusion of a lesson plan template in a student teaching handbook as reflecting some degree of institutional commitment; we took advising a student teacher to download a lesson plan template off the internet as not reflecting any degree of institutional commitment. We took a *requirement* that a portfolio include an example of a lesson plan including a specific element as reflecting institutional commitment; we took a *recommendation* that it include that element as not reflecting institutional commitment.

NOTE: "DNS" means "does not satisfy."

NCTQ's Teacher Prep Review

Determination on Indicator 2:

Satisfied by "State Framework"

Citation:

Document Title: *07 U-E-S Internship Lesson Template*

Electronic Page: 2

URL:

To provide more information in case this indicator was not satisfied, here's an example of a requirement for lesson planning that would satisfy Indicator 2: Sunshine State Standard(s) Indicate the standard number(s) and full description(s).

Response on Indicator 2

The *National Review* will provide additional information on the rating on this standard as well as resources that may be helpful for improving guidance provided to teacher candidates in your program on the topic of instructional design. Please choose one of the following responses regarding this preliminary finding of fact:

- _____ 1. NCTQ's analysis is factually correct.
- _____ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the *documents related to student teaching or capstone projects previously provided to NCTQ* that contain any indicator that explicitly requires that teacher candidates must do instructional design that *anchors instruction in the state's K-12 learning standards and/or the Common Core state standards, as appropriate.*
- _____ 3. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the *documents related to student teaching or capstone projects NOT previously provided to NCTQ* that contain any indicator that explicitly requires that teacher candidates must do instructional design that *anchors instruction in the state's K-12 learning standards and/or the Common Core state standards, as appropriate.* In order to help improve NCTQ's information-gathering, we are also providing an explanation as to why these documents were not previously provided in response to NCTQ's original survey or open records request.

Indicator 3: Addressing the needs of English-language learners.

BACKGROUND: The following determination was made after examination of *any* guidance for development and/or non-observation-based evaluation of lesson and/or unit plans provided for student teaching placements or culminating assignments for program completion or licensure. (By "culminating assignment" we mean any type of "capstone project," including portfolios, teacher work samples and/or teacher performance assessments, etc.). This guidance must be provided in a direct and "upfront" manner as explicit directions or in rubrics for non-observation-based evaluation. We

looked for any degree of institutional commitment that instructional planning should *address the needs of English language learners*.

Requirements that the teacher candidate indicate how instruction will be "differentiated" without reference to "accommodations" and/or "adaptations" does not satisfy this indicator. Requirements that the teacher candidate accommodate students learning needs or adapt instruction without reference to students with special needs, English language learners or students who have achieved proficiency was deemed to satisfy only one indicator of Indicators 3, 4 and 5.

We took the inclusion of a lesson plan template in a student teaching handbook as reflecting some degree of institutional commitment; we took advising a student teacher to download a lesson plan template off the internet as not reflecting any degree of institutional commitment. We took a *requirement* that a portfolio include an example of a lesson plan including a specific element as reflecting institutional commitment; we took a *recommendation* that it include that element as not reflecting institutional commitment.

NOTE: "DNS" means "does not satisfy."

Determination on Indicator 3:

DNS. No relevant language.

Citation:

Document Title: *N/A*

Electronic Page: *N/A*

URL:

To provide more information in case this indicator was not satisfied, here's an example of a requirement for lesson planning that would satisfy Indicator 3: Identify specific ESOL strategies that you will incorporate into the lesson according to student needs and the lesson content.

Response on Indicator 3

The *National Review* will provide additional information on the rating on this standard as well as resources that may be helpful for improving guidance provided to teacher candidates in your program on the topic of instructional design. Please choose one of the following responses regarding this preliminary finding of fact:

- _____ 1. NCTQ's analysis is factually correct.
- _____ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the *documents related to student teaching or capstone projects previously provided to NCTQ* that contain any indicator that explicitly requires that teacher candidates must do instructional design that *addresses the needs of English language learners*.
- _____ 3. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the *documents related to student teaching or capstone projects NOT previously provided to NCTQ* that contain any indicator that explicitly requires that teacher candidates must do instructional design that *addresses the needs of English language learners*. In order to help improve NCTQ's information-gathering, we are also providing an explanation as to why these documents were not previously provided in response to NCTQ's original survey or open records request.

Indicator 4: Accommodating students with special needs.

BACKGROUND: The following determination was made after examination of *any* guidance for development and/or non-observation-based evaluation of lesson and/or unit plans provided for student teaching placements or culminating assignments for program completion or licensure. (By "culminating assignment" we mean any type of "capstone project," including portfolios, teacher work samples and/or teacher performance assessments, etc.). This guidance must be provided in a direct and "upfront" manner as explicit directions or in rubrics for non-observation-based evaluation. We looked for any degree of institutional commitment that instructional planning should address *accommodations for students with special needs*.

Requirements that the teacher candidate indicate how instruction will be "differentiated" without reference to "accommodations" and/or "adaptations" does not satisfy this indicator.

Requirements that the teacher candidate accommodate students learning needs or adapt instruction without reference to students with special needs, English language learners or students who have achieved proficiency was deemed to satisfy only one indicator of Indicators 3, 4 and 5.

We took the inclusion of a lesson plan template in a student teaching handbook as reflecting some degree of institutional commitment; we took advising a student teacher to download a lesson plan template off the internet as not reflecting any degree of institutional commitment. We took a *requirement* that a portfolio include an example of a lesson plan including a specific element as reflecting institutional commitment; we took a *recommendation* that it include that element as not reflecting institutional commitment.

NCTQ's Teacher Prep Review

NOTE: "DNS" means "does not satisfy."

Determination on Indicator 4:

Satisfied by "Accommodation"

Citation:

Document Title: *07 U-E-S Internship Lesson Template*

Electronic Page: *1*

URL:

To provide more information in case this indicator was not satisfied, here's an example of a requirement for lesson planning that would satisfy Indicator 4: List any special accommodations used for the following: Special education students.

Response on Indicator 4

The *National Review* will provide additional information on the rating on this standard as well as resources that may be helpful for improving guidance provided to teacher candidates in your program on the topic of instructional design. Please choose one of the following responses regarding this preliminary finding of fact:

- _____ 1. NCTQ's analysis is factually correct.
- _____ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the documents related to student teaching or capstone projects previously provided to NCTQ that contain any indicator that explicitly requires that teacher candidates must do instructional design that addresses *accommodations for students with special needs*.
- _____ 3. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the documents related to student teaching or capstone projects NOT previously provided to NCTQ that contain any indicator that explicitly requires that teacher candidates must do instructional design that addresses *accommodations for students with special needs*. In order to help improve NCTQ's information-gathering, we are also providing an explanation as to why these documents were not previously provided in response to NCTQ's original survey or open records request.

Indicator 5: Extending instruction for students who have demonstrated proficiency in relevant standards.

BACKGROUND: The following determination was made after examination of *any* guidance for development and/or non-observation-based evaluation of lesson and/or unit plans provided for student teaching placements or culminating assignments for program completion or licensure. (By

"culminating assignment" we mean any type of "capstone project," including portfolios, teacher work samples and/or teacher performance assessments, etc.). This guidance must be provided in a direct and "upfront" manner as explicit directions or in rubrics for non-observation-based evaluation. We looked for any degree of institutional commitment that instructional planning should *address extension of instruction for students who have demonstrated proficiency in relevant standards*.

Requirements that the teacher candidate indicate how instruction will be "differentiated" without reference to "accommodations" and/or "adaptations" does not satisfy this indicator.

Requirements that the teacher candidate accommodate students learning needs or adapt instruction without reference to students with special needs, English language learners or students who have achieved proficiency was deemed to satisfy only one indicator of Indicators 3, 4 and 5.

We took the inclusion of a lesson plan template in a student teaching handbook as reflecting some degree of institutional commitment; we took advising a student teacher to download a lesson plan template off the internet as not reflecting any degree of institutional commitment. We took a *requirement* that a portfolio include an example of a lesson plan including a specific element as reflecting institutional commitment; we took a *recommendation* that it include that element as not reflecting institutional commitment.

NOTE: "DNS" means "does not satisfy."

Determination on Indicator 5:

DNS. No relevant language.

Citation:

Document Title: *N/A*

Electronic Page: *N/A*

URL:

To provide more information in case this indicator was not satisfied, here's an example of a requirement for lesson planning that would satisfy Indicator 5: More challenging tasks, extensions that require in-depth coverage, extended investigation in related topics of the learner's choice, open-ended tasks or projects.

Response on Indicator 5

The *National Review* will provide additional information on the rating on this standard as well as resources that may be helpful for improving guidance provided to teacher candidates in your program on the topic of instructional design. Please choose one of the following responses regarding this preliminary finding of fact:

- _____ 1. NCTQ's analysis is factually correct.
- _____ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the documents related to student teaching or capstone projects previously provided to NCTQ that contain any indicator that explicitly requires that teacher candidates must do instructional design that addresses *extension of instructions for students who have demonstrated proficiency in relevant standards*.
- _____ 3. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the documents related to student teaching or capstone projects NOT previously provided to NCTQ that contain any indicator that explicitly requires that teacher candidates must do instructional design that addresses *extension of instructions for students who have demonstrated proficiency in relevant standards*. In order to improve NCTQ's information-gathering, we are also providing an explanation as to why these documents were not previously provided in response to NCTQ's original survey or open records request.

Indicator 6: In addition, none of the program's instructional planning assignments encourage candidates to use pseudo-scientific methods of instruction.

BACKGROUND: Indicating that teacher candidates should consider "learning styles" when planning lessons encourages them to use pseudo-scientific methods of instruction.

NOTE: "DNS" means "does not satisfy."

Determination on Indicator 6:

DNS. "In my teaching will I address different learning styles, performance modes, multiple intelligences, and special educational/gifted education needs?"

Citation:

Document Title: *01 U-E-S Internship Handbook 11-12*

Electronic Page: 60

URL:

Response on Indicator 6

The *National Review* will provide additional information on the rating on this standard as well as resources that may be helpful for improving guidance provided to teacher candidates in your program on the topic of instructional design. Please choose one of the following responses regarding this preliminary finding of fact:

- _____ 1. NCTQ's analysis is factually correct.
- _____ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the documents related to student teaching or capstone projects previously provided to NCTQ that contain any indicator that explicitly refutes the use of learning styles to plan instruction.

Indicator 7:

In addition, the program requires that throughout their student teaching experience, teacher candidates develop written instructional plans whose content follows explicit instructional guidelines.

NOTE: "DNS" means "does not satisfy."

Determination on Indicator 7:

Satisfies. "This form is basically the same form that is in Livetext. You are expected to prepare a lesson plan for each lesson that you teach. The plan should be submitted to your teacher at least 3 days before you are to teach it. Also, all lesson plans must be submitted to your University supervisor before you teach the lesson."

Citation:

Document Title: *01 U-E-S Internship Handbook 11-12*

Electronic Page: 47

URL:

To provide more information in case this indicator was not satisfied, here's an example of language that would satisfy Indicator 7: Using forms found in the appendix of the student teaching handbook, present daily, weekly, and long-range plans for pre-approval by your master teacher.

Response on Indicator 7

The *National Review* will provide additional information on the rating on this standard as well as resources that may be helpful for improving guidance provided to teacher candidates in your program on the topic of instructional design. Please choose one of the following responses regarding this preliminary finding of fact:

- ☐ 1. NCTQ's analysis is factually correct.
- ☐ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the documents related to student teaching previously provided to NCTQ that indicates that throughout their student teaching experience, teacher candidates must develop written instructional plans whose content follows explicit instructional guidelines.
- ☐ 3. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the documents related to student teaching NOT previously provided to NCTQ that indicates that throughout their student teaching experience, teacher candidates must develop written instructional plans whose content follows explicit instructional guidelines. In order to improve NCTQ's information-gathering, we are also providing an explanation as to why these documents were not previously provided in response to NCTQ's original survey or open records request.

STANDARD: ASSESSMENT

This analysis applies to this program:

Secondary (UG)

The courses evaluated for this standard are listed below. A culminating project's assignments may also have been included in the evaluation and will be cited in conjunction with analysis of individual indicators if relevant.

EDUC [xxxx] Human Development and Learning

EDUC [xxxx] Assessment

EDUC [xxxx] Seminar in Education

ENGL [xxxx] Young Adult Literature

ENGL [xxxx] Writing and the Teaching of Writing

Indicator 1: The instructional role of standardized tests, particularly the program state's standardized tests, is addressed.

Does the program address standardized testing in instruction?

Yes

Standardized testing is addressed in this context:

☒ General

☐ National (NAEP)/District

☒ State

A description of the way that standardized testing is addressed, if relevant:

1. Standardized test: interpretation of criterion and norm-referenced test results NOTE: Criterion-referenced standardized tests imply state tests

Citation:

Document Title: *EDUC_Assessment.doc*

Electronic Page: *4*

URL:

Response on Indicator 1

NCTQ's Review will provide additional information on the rating of this standard as well as resources that may be helpful for improving the preparation of elementary teacher candidates in assessment. Please choose one of the following responses regarding this preliminary finding of fact:

- ☐ 1. NCTQ's analysis is factually correct.
- ☐ 2. NCTQ's analysis is at least partially incorrect and we are providing the syllabus for any course not noted above or the description of any culminating project not provided that addresses standardized tests, particularly the state's standardized tests.
- ☐ 3. NCTQ's analysis is at least partially incorrect and we are providing a comment on one or more of the syllabi or description of any culminating project already provided to correct information regarding coverage of standardized tests, particularly the state's standardized tests.

Indicator 2: Teacher candidates are required to prepare formative and summative classroom assessments.

Does the program require teacher candidates to prepare formative classroom assessments?

Yes

If "yes," teacher candidates are required to prepare formative classroom assessments in the following context:

Provide student work from the class or classes in which the unit was taught. Include work from 3 to 4 students (who are typical of the class) from a premeasure that demonstrates student understanding before the unit began (i.e., pretest, KWL (this must be done individually if it is used for pre-post assessment) chart copies, concept map, and/or prior knowledge worksheets.) Build into each lesson appropriate assessment activities that evaluate the students' learning and the lesson's value, accurateness, and interest retention level

Citation:

Document Title: 01_U-E-S_Internship_Exit_Portfolio.doc

Electronic Page: 3-4

URL:

Does the program require teacher candidates to prepare summative classroom assessments?

Yes

NCTQ's Teacher Prep Review

If "yes," teacher candidates are required to prepare summative classroom assessments in the following context:

Repeat this process using the formal assessment (e.g., a final paper, a teacher-made quiz, a project with an accompanying scoring rubric, or a test) of two students conducted after completing several lessons. This assessment must be one you have designed or modified for your particular classroom situation. Include the evaluation criteria you used for this assessment (e.g., scoring rubric, answer key, response guide, etc.), samples of student work, and an analysis of what the students have learned and what you will do with this information.

Citation:

Document Title: 01_U-E-S_Internship_Exit_Portfolio.doc

Electronic Page: 9

URL:

Response on Indicator 2

NCTQ's Review will provide additional information on the rating of this standard as well as resources that may be helpful for improving the preparation of elementary teacher candidates in assessment. Please choose one of the following responses regarding this preliminary finding of fact:

- ☐ 1. NCTQ's analysis is factually correct.
- ☐ 2. NCTQ's analysis is at least partially incorrect and we are providing the syllabus for any course not noted above or the description of any culminating project not provided that requires teacher candidates to prepare formative and/or summative assessments.
- ☐ 3. NCTQ's analysis is at least partially incorrect and we are providing a comment on one or more of the syllabi or description of any culminating project already provided to correct information regarding requirements that teacher candidates prepare formative and/or summative assessments.

Indicator 3: Individually and in teams, teacher candidates are taught how to interpret and apply data from both standardized and classroom assessments in order to inform instruction.

NOTE: Any analysis or interpretation of data from assessments that is conducted as class work or lab work is presumed to involve "analysis or interpretation in teams."

Our evaluation of coursework (and any culminating project that might have relevant assignments) indicates that teacher candidates are required to do the following:

	Individually	In Teams
(1) Analyze data from classroom assessments	<u>X</u>	—
(2) Interpret data from classroom assessments to inform	<u>X</u>	—

NCTQ's Teacher Prep Review

instruction

(3) Analyze data from standardized assessments

— —

(4) Interpret data from standardized assessments to inform instruction

— —

If no analysis or interpretation exercises are checked above, it is possible that the reason is that we "could not determine" whether they are required. If so, a "CBD" will be noted below:

N/A

The assignments which required any of the analysis and/or interpretation exercises that are checked above are described as follows:

Individual (1 and 2): The informal assessment (e.g. a pre-test, homework assignment, observational checklist, in class assignment, and/on rating scale) should directly reflect the objectives of your unit and include samples of student work, an analysis of student learning, and the decisions you will make based upon your analysis of the informal assessment. Select the work of two students who are representative of the class to illustrate your analysis of student learning through these assessments. Your analysis will likely be at least one page in length.

Citation:

Document Title: 01_U-E-S_Internship_Exit_Portfolio.doc

Electronic Page: 9

URL:

Response on Indicator 3

NCTQ's Review will provide additional information on the rating of this standard as well as resources that may be helpful for improving the preparation of elementary teacher candidates in assessment. Please choose one of the following responses regarding this preliminary finding of fact:

- _____ 1. NCTQ's analysis is factually correct.
- _____ 2. NCTQ's analysis is at least partially incorrect and we are providing the syllabus for any course not noted above or the description of any culminating project not provided that requires teacher candidates to analyze and interpret data from classroom and/or standardized assessments.
- _____ 3. NCTQ's analysis is at least partially incorrect and we are providing a comment on one or more of the syllabi or description of any culminating project already provided to correct information regarding requirements that teacher candidates analyze and interpret data from classroom and/or standardized assessments.

NCTQ's Teacher Prep Review

STANDARD: STUDENT TEACHING

This analysis applies to this program:

Secondary (UG)

Indicator 1: The student teacher is observed and provided written feedback at least five times at regular intervals during the semester.

BACKGROUND: Only *requirements*, not *recommendations*, regarding observations, feedback provided after observations and the frequency of observations by university personnel are relevant for evaluation of this indicator. By "semester", we mean the period of clinical practice that satisfies standard conventions for student teaching.

NOTE: "DNS" means "does not satisfy." The fact that the feedback that is provided is written feedback was often inferred from a variety of contextual elements seen when material is processed. In such cases, the finding is "*Satisfied based on comprehensive perusal of relevant student teaching materials.*"

Determination on WRITTEN FEEDBACK

Satisfied based on comprehensive perusal of relevant student teaching materials.

Citation:

Document Title: *n/a*

Electronic Page: *n/a*

URL: *n/a*

Determination on NUMBER OF OBSERVATIONS

DNS due to: "University Supervisor's Role: ... 4 observation visits."

Citation:

Document Title: *ST Handbook*

Electronic Page: *40*

URL: *Website:01_U-E-S_Internship_Handbook_11-12.pdf*

Determination on REGULAR INTERVALS

Satisfied by the timeline in the cited document.

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Citation:

Document Title: *Timeline*

Electronic Page: *all*

URL: *Website:01_U-E-S_TIMELINE_FOR_ALL_OF_US_Fall_10.doc*

Response on Indicator 1

NCTQ's Review will provide additional information on the rating on this standard as well as resources that may be helpful for improving student teaching arrangements in your programs. Please choose one of the following responses regarding this preliminary finding of fact:

- _____ 1. NCTQ's analysis is factually correct.
- _____ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the *documents related to student teaching previously provided to NCTQ* that contain information on the number of times a student teacher is observed and provided written feedback and/or the intervals at which such observations are required.
- _____ 3. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the *documents related to student teaching NOT previously provided to NCTQ* that contain information on the number of times a student teacher is observed and provided written feedback and/or the intervals at which such observations are required . In order to help improve NCTQ's information-gathering, we are also providing an explanation as to why these documents were not previously provided in response to NCTQ's original survey or open records request.

Indicator 2: The program communicates clearly to the school district that cooperating teachers must:

- Be proven capable mentors OR receive mentorship training.
AND
- Be proven effective instructors (as measured by student performance).

BACKGROUND: *Willingness* to be a mentor (as opposed to proven capability) does not satisfy this indicator. An orientation session does not suffice as "mentor training."

Student performance must be explicitly referenced as an element of "effective instruction" in order to satisfy this indicator.

NOTE: "DNS" means "does not satisfy."

Did we receive any documents and/or relevant information demonstrating written communications with school district personnel?

Yes

Does the program communicate clearly to the school district that cooperating teachers must be proven capable mentors OR receive mentor training?

Satisfied by reference to the [redacted] program.

Citation:

Document Title: 3_MtrTchrInfo

Electronic Page: 1

URL: Website:03_U-E-S_Intern_Mentor_Teacher_info.docx

Does the program communicate clearly to the school district that cooperating teachers must be effective instructors (as measured by student performance)?

DNS. Only the following qualifications are expected: "...fully certified in the field, three years experience, at least one semester in the current position, no more than three different preparations (secondary) exclusive of activity courses, and be a qualified mentor with [redacted] training as required by the State Department of Education."

Citation:

Document Title: 9_Cntrct

Electronic Page: 3

URL: Website:09_U-E-S_Contract_for_Supv_of_Interns

To provide more information in case this indicator was not satisfied, here's an example of the type of communication with school districts that would satisfy Indicator 2: A letter to principals sent before the selection process begins that lists five characteristics sought in teachers nominated to be cooperating teachers, including that the nominated teachers: 1) have demonstrated skills in communication, observation and providing feedback to an adult, and 2) have been rated at the highest level in a district 4-level evaluation system that incorporates student performance data.

Response on Indicator 2

NCTQ's Review will provide additional information on the rating on this standard as well as resources that may be helpful for improving student teaching arrangements in your programs. Please choose one of the following responses regarding this preliminary finding of fact:

- _____ 1. NCTQ's analysis is factually correct.
- _____ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the *documents related to student teaching previously provided to NCTQ* that contain information on communications with school districts that clearly indicate to school district personnel that teachers nominated for the role of cooperating teachers must be 1) capable mentors, and/or 2) effective instructors as measured by student performance.
- _____ 3. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the *documents related to student teaching NOT previously provided to NCTQ* that contain information on communications with school districts that clearly indicate to school district personnel that teachers nominated for the role of cooperating teachers must be 1) capable mentors, and/or 2) effective instructors as measured by student performance. In order to help improve NCTQ's information-gathering, we are also providing an explanation as to why these documents were not previously provided in response to NCTQ's original survey or open records request.

Indicator 3: The program plays an active role in selecting cooperating teachers, as indicated by the fact that its selection from teachers nominated by school district personnel is informed by substantive information that bears on their capacity to excel as cooperating teachers.

BACKGROUND: Because an active role in selection relies on selecting among nominated teacher candidates on the basis of substantive information, any one of a variety of general statements that the program and the school district engage in a cooperative process of cooperating teacher selection does not satisfy this standard. By "substantive information" we mean information beyond the years of experience, ethnic background and licensure status of nominated teachers who have not previously served as cooperating teachers. Substantive information may relate to characteristics not deemed relevant for evaluation of Indicator 2, such as classroom management skills.

NOTE: "DNS" means "does not satisfy." If there is evidence that the program simply accepts all teachers nominated as cooperating teachers by school district personnel and then places the student teachers, the analyst may indicate that there is no active role on the part of the process by referring to the process as "one to one" placement.

Did we receive contracts and/or forms that definitively establish whether or not the program gathers substantive information on cooperating teachers?

Yes

NCTQ's Teacher Prep Review

Does the program play an active role in selecting cooperating teachers as indicated by evaluation of substantive information?

DNS. The relevant contract language simply states: "The selection of teachers to mentor student interns or other laboratory experiences shall be a joint responsibility of the administrative officers of both institutions." This DNS.

Citation:

Document Title: *9_Cntrct*

Electronic Page: *1*

URL: *Website:09_U-E-S_Contract_for_Supv_of_Interns.doc*

Response on Indicator 3

NCTQ's Review will provide additional information on the rating on this standard as well as resources that may be helpful for improving student teaching arrangements in your programs. Please choose one of the following responses regarding this preliminary finding of fact:

- ☐ 1. NCTQ's analysis is factually correct.
- ☐ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the *documents related to student teaching previously provided to NCTQ* that reveal an active role in the selection of cooperating teachers, as indicated by use of substantive information on nominated teachers.
- ☐ 3. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the *documents related to student teaching NOT previously provided to NCTQ* that reveal an active role in the selection of cooperating teachers, as indicated by use of substantive information on nominated teachers. In order to help improve NCTQ's information-gathering, we are also providing an explanation as to why these documents were not previously provided in response to NCTQ's original survey or open records request.

NCTQ's Teacher Prep Review

STANDARD: SECONDARY METHODS

This analysis applies to this program:

Secondary (UG)

Indicator 1: The program requires teacher candidates to take a subject-specific methods course in the area of certification.

Our analysis focused on coursework in only one randomly selected of secondary certification pathway:

Secondary English

The coursework listed below was reviewed for this analysis:

Methods Courses

Number	Title	Credits
	Writing and the Teaching of Writing	3

Practicum Courses

Number	Title	Credits
	Introduction To Education/Field Experience	3
	Practicum I	2
	Practicum II	1

Does the program require a 3 credit subject-specific methods course?

No

The coursework can be described as follows:

Writing and the Teaching of Writing - course insufficiently covers English/language arts preparation.

Citation:

Document Title: *Writing_and_Teaching_of_Writing.docx*

Electronic Page: *1 (course description)*

URL:

Response on Indicator 1

NCTQ's Teacher Prep Review

NCTQ's Review will provide additional information on the rating of this standard as well as resources that may be helpful for improving the content methods preparation of secondary teacher candidates. Please choose one of the following responses regarding this preliminary finding of fact:

- ☐ 1. NCTQ's analysis is factually correct.
- ☐ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more websites or publicly available documents on our website that contain the correct information regarding methods preparation in the randomly selected certification pathway chosen by NCTQ for analysis.

Indicator 2: Methods courses focus on specific instructional strategies that will improve the delivery of content and include field work or a concurrent practicum that holds teacher candidates individually accountable for mastering instructional skills.

Does the methods coursework focus on specific instructional strategies?

No

The following describes the instructional strategies noted in the relevant coursework and the field work or concurrent practicum holding teacher candidates accountable for mastery:

Course insufficiently covers English/language arts preparation.

Citation:

Document Title: *Writing_and_Teaching_of_Writing.docx*

Electronic Page: *1 (course description)*

URL:

Does the field work or concurrent practicum require the candidate individually practice instructional strategies through a teaching experience?

CBD

The following describes the fieldwork that holds teacher candidates accountable for individually practicing instructional strategies through a teaching experience:

n/a

Citation:

Document Title: *n/a*

Electronic Page: *n/a*

URL:

Response on Indicator 2

NCTQ's Review will provide additional information on the rating of this standard as well as resources that may be helpful for improving the content methods preparation of secondary teacher candidates. Please choose one of the following responses regarding this preliminary finding of fact:

- _____ 1. NCTQ's analysis is factually correct.
- _____ 2. NCTQ's analysis is at least partially incorrect and we are providing comments on: 1) one or more syllabi already provided, or 2) one or more syllabi not provided previously that indicate the correct information regarding instructional strategies and mastering instructional skills.

STANDARD: OUTCOMES

This analysis applies to this program:

Secondary (UG)

Indicator 1: The institution surveys its graduates regarding topics relevant to program evaluation.

BACKGROUND: The following analysis only gives credit for surveys that are relevant for program evaluation and improvement. The preponderance of questions in a survey of this type should:

- Ask graduates about their specific courses, student teaching, or other experiences in the teacher preparation program, and/or
- Ask graduates if the teacher preparation program prepared them for one or more domains (classroom management, planning, etc.) that they encountered as teachers, and/or
- Ask graduates to evaluate the teacher preparation program holistically, perhaps through a narrative or rating.

Exit surveys, student teaching satisfaction surveys, and surveys seeking contact and employment information are not deemed relevant. Surveys that are administered to all of the university's alumni and not specifically to graduates of the teacher preparation program are not deemed relevant.

Does the institution satisfy indicator 1 by surveying its graduates on topics relevant to program evaluation?

Yes

Please describe the graduate survey:

The graduate survey is relevant to program evaluation.

Citation:

Document Title: *Graduate Survey*

Electronic Page: *n/a*

URL: *Website:Alumni_Survey_35203.pdf*

Response on Indicator 1

NCTQ's Review will provide additional information on the rating on this standard as well as information that may be helpful for improving outcomes tracking. Please choose one of the following responses regarding this preliminary finding of fact:

- _____ 1. NCTQ's analysis is factually correct.
- _____ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the *documents related to surveys of graduates previously provided to NCTQ* that pertain to program evaluation.
- _____ 3. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the *documents related to surveys of graduates NOT previously provided to NCTQ* that pertain to program evaluation. In order to help improve NCTQ's information-gathering, we are also providing an explanation as to why these documents were not previously provided in response to NCTQ's original survey or open records request.

Indicator 2: The institution surveys its graduates' employers about their professional performance.

BACKGROUND: The following analysis only gives credit for surveys that are relevant for program evaluation and improvement. The preponderance of questions in a survey of this type should:

- Ask employers about the performance of specific graduates or teacher preparation program graduates as a group, and/or
- Ask employers to evaluate if the teacher preparation program prepared the teacher hired for one or more domains (classroom management, planning, etc.) typically encountered in teaching, and/or
- Ask employers for results of job evaluations, and/or
- Ask employers to comment holistically or in narrative form on the quality of the program's graduates.

Employees' demographic surveys are not deemed relevant for this analysis.

Does this institution satisfy indicator 2 by surveying its graduates' employers about their performance?

Yes

Please describe the employer survey:

The employer survey is relevant to program evaluation.

NCTQ's Teacher Prep Review

Citation:

Document Title: *Employer Satisfaction Survey*

Electronic Page: *n/a*

URL: *Website:Employer_Survey_35205.pdf*

Response on Indicator 2

NCTQ's Review will provide additional information on the rating of this standard as well as information that may be helpful for improving outcomes tracking. Please choose one of the following responses regarding this preliminary finding of fact:

- ☐ 1. NCTQ's analysis is factually correct.
- ☐ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the *documents related to surveys of employers previously provided to NCTQ* that pertain to program evaluation.
- ☐ 3. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the *documents related to surveys of employers NOT previously provided to NCTQ* that pertain to program evaluation. In order to help improve NCTQ's information-gathering, we are also providing an explanation as to why these documents were not previously provided in response to NCTQ's original survey or open records request.

Indicator 3: The institution secures data from teacher performance assessments (e.g., California's PACT) administered to candidates just prior to or at graduation.

BACKGROUND: This analysis only applies to standardized state or national teacher performance assessments (TPA) on which the performance of the program's graduates can be compared to graduates of other teacher preparation programs. The analysis applies to all programs in a state in which the state has universally adopted a TPA (regardless of whether the program submits information regarding the TPA), and to any program in a state that has not universally adopted a standardized TPA if the program administers a standardized TPA and submits information to NCTQ to that effect.

Does the institution satisfy indicator 3 by securing data from state teacher performance assessments?

No

Please describe the teacher performance assessment data provided:

No teacher performance assessment data were provided.

Citation:

Document Title: *n/a*

Electronic Page: *n/a*

URL: *n/a*

Response on Indicator 3

NCTQ's Review will provide additional information on the rating of this standard as well as information that may be helpful for improving outcomes tracking. Please choose one of the following responses regarding this preliminary finding of fact:

- ☐ 1. NCTQ's analysis is factually correct.
- ☐ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the documents *previously provided to NCTQ* that pertain to a TPA.
- ☐ 3. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the documents *NOT previously provided to NCTQ* that pertain to a TPA. In order to help improve NCTQ's information-gathering, we are also providing an explanation as to why these documents were not previously provided in response to NCTQ's original survey or open records request.

Indicator 4: Unless state data systems preclude access to meaningful data, the institution secures growth data on its graduates' students, including any teacher evaluations which are based at least partially on such data.

BACKGROUND: All teacher preparation programs in Louisiana, Tennessee, and programs housed in public institutions in North Carolina are presumed to secure growth data on graduates' students by virtue of state data systems. Since similar state data systems may not be available elsewhere, all other teacher preparation programs may satisfy the indicator if they provide evidence that they have acted independently to obtain growth data.

Does this institution satisfy indicator 4 by securing student growth data for its graduates?

No

Please describe the student growth data provided:

No student growth data were provided.

Citation:

Document Title: *n/a*

NCTQ's Teacher Prep Review

Electronic Page: *n/a*

URL: *n/a*

Response on Indicator 4

NCTQ's Review will provide additional information on the rating of this standard as well as information that may be helpful for improving outcomes tracking. Please choose one of the following responses regarding this preliminary finding of fact:

- _____ 1. NCTQ's analysis is factually correct.
- _____ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the documents previously provided to NCTQ that pertain to our use of growth data on graduates' students.
- _____ 3. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more of the documents NOT previously provided to NCTQ that pertain to our use of growth data on graduates' students. In order to help improve NCTQ's information-gathering, we are also providing an explanation as to why these documents were not previously provided in response to NCTQ's original survey or open records request.

Indicator 5: All forms of data noted are collected on an established timetable that supports regular program evaluation.

BACKGROUND: A data collection cycle of three years or less is deemed to support "regular" program evaluation. Data from teacher performance assessments are presumed to be collected annually on each cohort of graduates. Growth data on graduates' students provided by state data systems are presumed to be provided annually.

Does this institution satisfy indicator 5 by collecting data at least every three years?

Yes

Please describe survey frequency:

Survey administered at least every three years.

Citation:

Document Title: *Graduate Survey Employer Satisfaction Survey*

Electronic Page: *n/a*

URL: *Website:Alumni_Survey_35203.pdf Website:Employer_Survey_35205.pdf*

Response on Indicator 5

NCTQ's Teacher Prep Review

NCTQ's Review will provide additional information on the rating of this standard as well as information that may be helpful for improving outcomes tracking. Please choose one of the following responses regarding this preliminary finding of fact:

- ☐ 1. NCTQ's analysis is factually correct.
- ☐ 2. NCTQ's analysis is at least partially incorrect and we are providing citations to one or more documents that contain the correct information regarding the frequency of alumni and/or employer survey administration, and/or the collection of growth data on graduates' students that is not obtained from state data systems.

Appendix: Elementary Content

Examples of courses that satisfy the topic requirements of Indicator 6.1:

World Literature: World Literature I

Ancient to Renaissance This is a survey of the major works of literature produced across the world from early civilizations to 1650. Students who take this course will increase their awareness of historical cultures; sharpen their critical reading, thinking, and writing skills and deepen their cultural sensitivity. English majors and non-majors may take this course.

American Literature: American Literature Survey I: Colonial to WW II

Focuses on master works from the Colonial Era, Dickinson, Poe and Whitman to World War II. Includes Colonial, Enlightenment, Romantic and Realistic periods. Prerequisite: ENG 210 or consent of instructor.

Writing, Grammar and Composition: Composition I

Emphasis on critical thinking, reading, and writing clear and coherent essays that reflect an understanding of the writing process, rhetorical analysis, argumentation, and academic discourse.

Children's Literature: Literature for Children and Youth

For elementary education and pre-elementary education majors only. Analysis of literary materials for children and youth. Timeless and ageless books, and outstanding examples of contemporary publishing. Evaluation of the contributions of individual authors, illustrators and children's book awards.

Early American History: United States History I

This is a course that studies the historical development of the United States to 1877. Students will study the people, events, and ideas that influenced United States history in the Colonial, Revolutionary, Early National, Jacksonian, Civil War, and Reconstruction eras. Readings, lectures, and

discussions will consider the American experience as a unique experiment in enlightened liberty and self-government.

Modern American History/Government: US History II

Late nineteenth and early twentieth century social and economic history is examined against a background of the increased nationalism and the rapid industrialization accompanying and following the Civil War and Reconstruction Periods. The Agrarian revolt, the emergence of the country as a first-rate power, the Progressive movement, the New Deal and America's part in the two World Wars are emphasized.

American Government

An overview of the structure and function of American national government, focusing on how government is designed, how individuals form and act on their political preferences, how these preferences are transmitted to government, and how government acts (and does not act) on what its citizens want.

World History -- Ancient: World History I

Earliest civilizations of Mesopotamia, Egypt, India, China, and the Aegean; classical civilizations of Greece and Rome; medieval civilizations of the Middle East, India, East Asia, and Western Europe; Africa and the Americas before European contact; the Renaissance; the Reformation; wars of religion; and age of exploration.

World History -- Modern: World History II

European interactions with the people of Asia, Africa, and the Americas from 1660; absolutism, the Scientific Revolution and the Enlightenment; civilizations of Africa, the Middle East, and Asia; the French Revolution; the Industrial Revolution; nationalism; zenith and decline of European hegemony; 20th century wars and ideologies.

Geography: World Geography

This course is an in-depth study of world/human geography having as its basis the five themes of geography: location - the spot where a place is located; place - described by both physical location and human features; region-an area of the earth with one or more shared characteristics; movement -

where, how and why people and ideas move; human and environment - how people and the environment affect each other. Each geographic area will be studied in terms of history, religion and geopolitical importance in space and time. Current events will be an integral part of the course as well as maps of all kinds. Mapping will be studied and skills for mapping will be explored and practiced.

Biology: Principles of Life (with lab)

A course for non-science majors. Topics covered include scientific methodology, the nature of living organisms, cell structure and function, cell chemistry and division, nature of heredity and gene action, the theory of evolution and principles of ecology.

Chemistry: General Chemistry I

A non-calculus-based introduction to the fundamentals of modern chemical practice; nuclear, electronic, and physical structure of matter; periodicity of the elements; dynamics of chemical reactions and equilibria. Includes one 3-hour lab per week.

Physics/Physical Science: Physical Science

A survey course with emphasis on understanding the fundamental laws of nature and the logical application of these laws to specific situations; particular areas covered include analysis of motion. Newton's Law, energy, momentum, the nature of heat and the nature of sound.

Elements of Earth-Space Sciences

This course provides an introduction to the scientific method through a study of the basic elements of the earth sciences: physical geography, meteorology, geology, oceanography, and astronomy. The course provides a broad understanding of the Earth system and the interrelationships between the various components of the Earth system. Students learn concepts and theories pertaining to the scientific method and the earth sciences in lecture and then are expected to apply those concepts in labs and on exams. The course meets for two hours of lecture and two hours of lab each week.

Music history: Music History

An historical survey of the development of music from ancient music to the classical period through a study of the composers and their works. Includes non-European music.

Art history: History of Art I

A survey of world art from prehistory to ca. 1300 CE. Introduces issues related to visual design, historical context, and interpretation of works of art.

Appendix: Elementary Mathematics

Elementary Mathematics Content Coverage

Coverage of the following is evaluated for each of the essential topics listed:

1) Whole numbers essential topic.

Subtopic 1: Counting; numeration; the place-value system and its use in standard algorithms:

Counting, ordering; definition of whole number; whole numbers represented by words, diagrams, symbols; definition of place value, the origin of the decimal system, values of places in decimals and powers of ten, saying decimal numbers and writing numbers with words; the meaning of addition, subtraction, multiplication and division with whole numbers in the context of our decimal place value system.

Subtopic 2: The four basic operations, their meaning and properties; computational methods in a decimal system: Why standard algorithms for adding and subtracting decimal numbers work; the commutative, associative, and distributive properties as they relate to operations; what is an algorithm; the addition, subtraction, multiplication, division algorithms.

Subtopic 3: Prime and composite numbers; the Fundamental Theorem of Arithmetic: Odd and even numbers, factors and multiples; divisibility tests.

2) Fractions and integers essential topic.

Subtopic 1: Fractions and their properties: Fractions represented by words, diagrams, symbols; modeling fractions as parts of a whole or as a count of a subset; placing fractions on a number line; equivalent fractions; comparing fractions; interpreting a fraction as division; common denominators; simplest form; mixed numbers and improper fractions.

Subtopic 2: The four basic operations on fractions: Adding and subtracting with like and unlike denominators; the meaning of multiplication for fractions; the procedures for multiplying fractions; mixed number answers to whole number division problems; using division to convert improper fractions to mixed numbers; interpreting division for fractions; the “invert and multiply” procedure for division.

Subtopic 3: Basic operations on positive and negative numbers.

3) Decimals essential topic.

Subtopic 1: Computations with decimals: Decimals represented by words, diagrams, symbols; representing decimals, numbers on number lines, comparing sizes of decimal numbers; explaining the shifting of decimal points.

Subtopic 2: Decimals and common fractions; ratio, proportion, percent: Decimal representations of fractions; ratios and fractions; equivalent ratios; solving proportions; using proportions; the meaning of percent; the three types of percent problems; percent increase and decrease; adding percentages.

Subtopic 3: Real numbers and the number line: Rational and irrational numbers; relationships among number systems.

4) Estimation essential topic.

Criteria: Estimating results of computations; how to round.

5) Constants and variable; writing and reading algebraic expressions, including those with parentheses essential topic. Criteria: Introduction to letters; numerical expressions, algebraic expressions; equations; symbolic manipulation.

Subtopic 1: Powers and exponents; properties of powers with integer and rational exponents: Powers of 10; powers of numbers other than 10; scientific notation.

Subtopic 2: Monomials and polynomials; adding, subtracting, multiplying and dividing polynomials.

Subtopic 3: Relationships among variables; formulas and functions: Pairs of numbers following a given rule; finding rules for relations when given pairs of numbers.

6) Equations essential topic.

Subtopic 1: Evaluating algebraic expressions; identities and the equation: Symbolic manipulation.

Subtopic 2: Solving linear equations: Solving equations by isolating variables.

7) Graphs and functions essential topic.

Subtopic 1: The Cartesian plane; graphing a function; graphing linear equations in two variables.

Subtopic 2: Solving systems of two linear equations in two variables.

8) Measurement essential topic. The concept of measurement; standard and non-standard units; systems of measurement; error and accuracy; length, area, volume, dimension; converting from one unit of measurement to another.

9) Basic concepts of plane geometry essential topic.

Subtopic 1: Lines, rays, segments; measuring segments; angles and angle relationships; measuring angles; Planes; parallel and perpendicular lines.

Subtopic 2: Geometric figures: congruency, similarity, symmetry, scale factors, auxiliary lines.

Subtopic 3: Inductive and deductive reasoning; proof

10) Polygons and circles essential topic.

Subtopic 1: Triangles, right triangles, the Pythagorean Theorem.

Subtopic 2: Quadrilaterals and their properties: Showing relationships with Venn diagrams.

Subtopic 3: The circle and the arc of the circle; measure of a central angle; chords; angles subtended by chords.

11) Perimeter and area; surface area and volume essential topic.

Subtopic 1: Perimeter of a polygon; area formulas for rectangles and triangles.

Subtopic 2: Circumference and area of a circle: π .

Subtopic 3: Simple solids; volume formulas for cuboids and cylinders: Areas, volumes, and scaling.

12) Data analysis and probability essential topic.

Subtopic 1: Drawing and interpreting graphs, tables, bar graphs, pie charts.

Subtopic 2: Data characteristics: Range, mean, median.

Subtopic 3: Frequency and probability: Simple probability rules.