

REVIEWER FINAL FEEDBACK REPORT

Initial Preparation of Elementary Education Teachers (2007 ACEI Standards)

ACEI ceased to be recognized by CAEP as a SPA in August 2015. During the period between 2015 and EPPs' transition to the CAEP K-6 Elementary Teacher Preparation Standards (adopted 2018), CAEP has tried to address the void by supporting a review process based on ACEI standards. The information provided below results from a review of the program by reviewers and auditors previously trained by the Association for Childhood Education International (ACEI). The reviewers and auditors engaged in this process are not employees nor contractors of CAEP. Any indication within this report that an EPP has met or not met ACEI standards is a reflection of opinions formed by the reviewers. The EPP may use the decision report as partial evidence for CAEP Standard 1, Component 1.3 for the site visit team to review.

COVER PAGE

Name of Institution

Concord University, WV

Date of Review

MM DD YYYY

08 / 01 / 2019

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program(s) Covered by this Review

Elementary Education

Grade Level⁽¹⁾

K-6

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

Program Type

First Teaching License

Award or Degree Level(s)

- Baccalaureate
- Post Baccalaureate
- Master's

PART A - REVIEWER DECISION

Reviewer decision on meeting 2007 ACEI Standards by the program(s):

- Met 2007 ACEI Standards
- Met 2007 ACEI Standards with conditions
- Further Development Required **OR** 2007 ACEI Standards Not Met [See Part G]

Test Results (from information supplied in Assessment #1, if applicable)

The program meets or exceeds benchmarked licensure test data requirement, if applicable:

- Yes
- No

- Not applicable
- Not able to determine

Comments, if necessary, concerning Test Results:

Summary of Strengths:

PART B - STATUS OF MEETING 2007 ACEI STANDARDS

DEVELOPMENT, LEARNING AND MOTIVATION

Standard 1.0. Development, Learning and Motivation. Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

Met

Met with Conditions

Not Met



Comment:

Assessments and Rubrics have been revised as required.

The program indicated that Assessments 1, 3, 4, and 5 provide evidence for this standard.

Assessment 1 Content Knowledge State Licensure Exam Praxis II Elementary Education: Multiple Subjects (5001, 5002, 5003, 5004, 5005 & 5203) aligned with ACEI Standards 1.0, 2.1, 2.2, 2.3, & 2.4; required for WVA licensure; candidates must take and pass exams prior to admission to student teaching; 100% pass rate supports standards aligned.

See comments about Assessment 3 in 2.1 below.

Assessment 4 Student Teaching Final Evaluation - aligned with ACEI Standards 1.0, 2.1 - 2.4, 3.1 - 3.5, 4.0, 5.1 - 5.2. The evaluation employs the six WV Professional Teaching Standards [PTS]: Curriculum and Planning; The Learner and the Learning Environment; Teaching; Professional Responsibilities for Self-Renewal; Professional Responsibilities for School and Community; and Student Learning to provide explicit and extensive details of the work of teaching in the 21st century. The WVPTS are aligned with InTASC Standards and ACEI Standards. The Student Teaching Final Evaluations are completed individually by University supervisors, cooperating teachers, and the teacher candidate. This triad then completes a "final" student teaching evaluation at the end of each student teaching placement. Candidates earning an "Unsatisfactory" on the Final Evaluation must repeat the student teaching experience. Data from the Student Teaching Final Evaluations are aggregated by content specialization (e.g. elementary K-6) and by supervisor. Data from the Elementary K-6 Program are disaggregated by item each semester/year to inform both the Elementary K-6 program and EPP assessment. Data from the Student Teaching Evaluation from fall 2018 (N=14 as six candidates completed two placements) indicate that all Elementary K-6 candidates (100%) have scored Emerging, Accomplished and/or Distinguished on each element. No candidates scored "Unsatisfactory" on the Student Teaching Final Evaluation. Data support Standards aligned.

Please see comments about Assessment 5 given in Standard 3.1 below.

CURRICULUM

Standard 2.1. Reading, Writing, and Oral Language. Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

Met



Met with Conditions



Not Met



Comment:

Assessments and Rubrics have been revised as required.

The program indicated that Assessments 1, 2, 3, and 6 provide evidence for this standard.

See comments about Assessment 1 above.

Assessment 2 Content Knowledge Course Grades/GPA, aligned with ACEI Standards 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 & 2.7; guidelines basically followed. The majority of candidates during fall 2018 [N=8] completed required courses at the Distinguished - Proficient levels; no candidate had unsatisfactory grades in coursework. Results indicate that candidates are mastering the content associated with ACEI Standards aligned.

Assessment 3 Portfolio Projects Assessment or Thematic Unit aligned with ACEI Standards 1.0, 2.1, 2.2, 2.3, 2.4, 3.1 & 4.0. The Portfolio Projects Assessment or Thematic Unit is a collection of lesson plans from Elementary Methods courses: EDUC 311 Science; EDUC 312 Social Studies; EDUC 313 Math Methods; and EDUC 314 Teaching of Reading. Candidates prepare lesson plans during methods courses, using a standardized lesson plan format that must align their lessons with the West Virginia Content Standards used during their Student Teaching semester. The Portfolio includes a five day integrated thematic unit with a series of lessons from each methods course (math, reading/language arts, science, and social studies) prepared during the elementary residency block completed the semester prior to student teaching. The thematic unit addresses ACEI standards that are identified in the project descriptions and the scoring rubrics; the project is specifically designed to address ACEI Standards 2.1, 2.2, 2.3 and 2.4. The majority [98%] of candidates [N=18] scored within the Accomplished and Distinguished levels for each of the twenty-one elements of the thematic unit rubric, and provide reasonable evidence to support ACEI Standards aligned.

ASSESSMENT 6 Elementary Education Supplemental Final Evaluation aligned with ACEI Standards 2.1, 2.2, 2.3 & 2.4. This standardized final evaluation is completed individually by University supervisors, cooperating teachers, and teacher candidates to assess all student teachers, including Elementary K-6 candidates, on the four core content areas identified in ACEI standards 2.1-2.4. This triad then completes a "final" student teaching evaluation at the end of each student teaching placement. Candidates earning an "Unsatisfactory" on any area of the Elementary Education Supplemental Final Evaluation must repeat the student teaching experience. The

evaluation instrument uses four performance levels: Distinguished, Proficient, Emerging, and Unsatisfactory to assess the level to which the candidate has met each of the four indicators related to content and instructional planning. The majority of candidates scored at the "Distinguished" or "Accomplished" level on the evaluation during the fall 2018 semester, clearly supporting ACEI Standards aligned.

Standard 2.2. Science. Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.

Met Met with Conditions Not Met

Comment:

Assessments and Rubrics have been revised as required.

The program indicated that Assessments 1, 2, 3, and 6 provide evidence for this standard. See comments above.

Standard 2.3. Mathematics. Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation.

Met Met with Conditions Not Met

Comment:

Assessments and Rubrics have been revised as required.

The program indicated that Assessments 1, 2, 3, and 6 provide evidence for this standard. See comments above.

Standard 2.4. Social studies. Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

Met Met with Conditions Not Met

Comment:

Assessments and Rubrics have been revised as required.

The program indicated that Assessments 1, 2, 3, and 6 provide evidence for this standard. See comments above.

Standard 2.5. The arts. Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.

Met Met with Conditions Not Met

Comment:

Assessments and Rubrics have been revised as required.

The program indicated that Assessment 2 provides evidence for this standard. See comments above.

Standard 2.6. Health education. Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

Met Met with Conditions Not Met

Comment:

Assessments and Rubrics have been revised as required.

The program indicated that Assessment 2 provides evidence for this standard. See comments above.

Standard 2.7. Physical education. Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

Met



Met with Conditions



Not Met



Comment:

Assessments and Rubrics have been revised as required.

The program indicated that Assessment 2 provides evidence for this standard. See comments above.

INSTRUCTION

Standard 3.1. Integrating and applying knowledge for instruction. Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.

Met



Met with Conditions



Not Met



Comment:

The program indicated that Assessments 3, 4, and 5 provide evidence for this standard. See comments about Assessments 3 and 4 above.

Assessment 5 Candidate Effect on Student Learning-West Virginia Teacher Performance aligned with ACEI Standards 1.0, 3.1 - 3.5, 4.0, 5.1 - 5.2. Candidates plan and implement a unit of instruction during student teaching, and must achieve a rating of "2" or "Emerging" or higher on every indicator to pass the WV TPA. Candidates who score less than a "2" or "Emerging" must remediate deficiencies in consultation with the university supervisor and the Institution's Director of Teacher Education. Data provide evidence that overall, student teachers have performed above expectations and have demonstrated that they can plan, assess, present and analyze student performance data to have a positive effect on student learning. Standards aligned are supported.

Standard 3.2. Adaptation to diverse students. Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

Met



Met with Conditions



Not Met



Comment:

The program indicated that Assessments 4 and 5 provide evidence for this standard. See comments about Assessments above.

Standard 3.3. Development of critical thinking and problem solving. Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.

Met



Met with Conditions



Not Met



Comment:

As per previous report.

The program indicated that Assessments 4 and 5 provide evidence for this standard. See comments about Assessments above.

Standard 3.4. Active engagement in learning. Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive

social interaction and to create supportive learning environments.

Met

Met with Conditions

Not Met



Comment:

As per previous report.

The program indicated that Assessments 4 and 5 provide evidence for this standard. See comments about Assessments above.

Standard 3.5. Communication to foster collaboration. Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

Met

Met with Conditions

Not Met



Comment:

As per previous report.

The program indicated that Assessments 4 and 5 provide evidence for this standard. See comments about Assessments above.

ASSESSMENT

Standard 4.0. Assessment for instruction. Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

Met

Met with Conditions

Not Met



Comment:

The program indicated that Assessments 3, 4, and 5 provide evidence for this standard. See comments about Assessments above.

PROFESSIONALISM

Standard 5.1. Professional growth, reflection, and evaluation. Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

Met

Met with Conditions

Not Met



Comment:

The program indicated that Assessments 4 and 5 provide evidence for this standard. See comments about Assessments above.

Standard 5.2. Collaboration with families, colleagues, and community agencies. Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

Met

Met with Conditions

Not Met



Comment:

The program indicated that Assessments 4 and 5 provide evidence for this standard. See comments about Assessments above.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

As per previous report.

Assessment 1 Content Knowledge State Licensure Exam Praxis II Elementary

Education: Multiple Subjects (5001, 5002, 5003, 5004, 5005 & 5203) and Assessment 2 Content Knowledge Course Grades/GPA should provide primary evidence about candidates' knowledge of content.

C.2. Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

As per previous report.

Candidates' ability to understand and apply pedagogical and professional content knowledge, skills and dispositions should be informed with primary evidence provided by Assessment 3 Portfolio Projects Assessment or Thematic Unit, and Assessment 4 Student Teaching Final Evaluation

C.3. Candidate effects on P-12 student learning

As per previous report.

Assessment 5 Candidate Effect on Student Learning-West Virginia Teacher Performance should provide primary evidence in this area.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

Section V of the program report provides notable evidence that assessment results are evaluated and applied to the improvement of performance and strengthening of the program. Also, as given in the previous report, program faculty incorporated research on the importance of sustained clinical experiences that enable candidates to apply theory into practice, and sequentially designed clinical experiences that result in a year-long clinical residency, as well as assessment data from graduates, faculty, and employers. Faculty from other departments/divisions collaborated with elementary program faculty to redesign courses that address the ACEI standards and incorporate the latest research from the field.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

F.2. Concerns for possible follow-up by the CAEP site visitors:

PART G -DECISIONS

Decision: ACEI ceased to be recognized by CAEP as a SPA in August 2015. During the period between 2015 and EPPs' transition to the CAEP K-6 Elementary Teacher Preparation Standards (adopted 2018), CAEP has tried to address the void by supporting a review process based on ACEI standards. The information provided below results from a review of the program by reviewers and auditors previously trained by the Association for Childhood Education International (ACEI). The reviewers and auditors engaged in this process are not employees nor contractors of CAEP.

Any indication within this report that an EPP has met or not met ACEI standards is a reflection of opinions formed by the reviewers. The EPP may use the decision report as partial evidence for CAEP Standard 1, Component 1.3 for the site visit team to review.

 **Met 2007 ACEI Standards.**

Please click "Next"

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