**M.Ed. Portfolios:** Summer 2012 The results revealed that “knowledge of learners and learning” had the most fails (15). Followed by content knowledge and research, with 6 and 4 fails respectively. Three students had to rewrite and each of the three rewrites were on “knowledge of learner and learning.”

**ADVANCED PROGRAMS**

**INITIAL PROGRAMS**

**SPECIAL EDUCATION PRAXIS NEWS**

Elon average PRAXIS Scores for Special Education (Content Knowledge Mild to Moderate (0543)) 9/1/11-8/31/12 were compared across to state and national composite and detailed scores:

**UNIT ASSESSMENT BULLETIN**

**Nov. 13, 2012**

**THE UNIT**

**SCHOLARSHIP & AWARDS**

Dr. Jeff Milroy presented “An exploration of student physical activity promotion practices conducted on American college campuses” at the annual conference for the Society of Public Health Education in San Francisco.

Dr. Joan Barnatt co-authored an article in the American Educational Research Journal with colleagues including Dr. Marilyn Cochran Smith.

Drs. Joan Barnatt and Mary Knight-McKenna presented a paper addressing diversity, social justice & transformational change in teacher preparation at National Academy for Integration of Research & Teaching & Learning Threshold Conference, Dublin, Ireland.

Drs. Cherrel Miller-Dyce and Knight McKenna have been chosen CATL Scholars for 2013-2015 & their project is: Partnering with Families to Prevent Reading Difficulties in Young Children.

Dr. Carol Smith was one of the invited presenters for the Virginia Association for Health, Physical Education, Recreation & Dance Annual State Convention, Roanoke, VA; served as the only full time teaching faculty member selected to work with the inaugural group of students enrolled in the GAP Semester Program; and will serve as President of the North Carolina Alliance for Athletics, Health, Physical Education, Recreation & Dance.

Dr. Carol Smith & Prof. Lynda Butler-Storsved are two of the 12 selected leadership scholars for 2012.
DATA INFORMED DECISIONS

ADVANCED PROGRAM PROGRESSION

Alumni data revealed that alumni, one and two years in the field, do not subscribe to professional journals, present at professional conferences, nor author or co-author journal articles. All three areas cannot be addressed at this time. However, funds are being made available to current students and recent alumni to pay for conference registration fees (in full or in part, depending on number of presenters) if papers are accepted. We have emailed master teachers with a list of possible conferences in NC that they may consider submitting papers or their research to and be accepted. We want to cultivate continued inquiry as a habit of mind.

INITIAL PROGRAM PROBATIONARY ADMIT PILOT: FOLLOW-UP

A year ago, faculty agreed to pilot a structured monitoring approach to prevent and remediate students who score low on dispositions and have borderline or near borderline GPAs. The number of “probationary” students this year is 33% (N=3) of what it was last year (N=9). The “probationary process” entails identifying students “at-risk” early, giving them enough time to improve; speaking to students about expectations; informing advisors and professors teaching the students of student needs; contracting or providing available support system. The pilot will complete a full cycle next year November and will be evaluated again.

STATE: DPI UPDATES & INSIGHTS

Interim Director

Dr. Rachel McBroome has been named the Interim Director of Teacher and Leader Preparation Programs, North Carolina Department of Public Institution, a position formerly held by Dr. Elissa Brown.

At the November NC Independent Deans meeting Dr. McBroome shared the following:

- To help with communication from DPI she is in the process of creating a wiki-based website with DPI updates and news, e.g. state board decisions http://ihe.ncdpi.wikispaces.net
- IHE institutes Dec. 17th @ UNC Wilmington; Jan. 9th @ Gardner Webb. Register online by Nov. 21
- Encourage students to take the PRAXIS test before December as testing will be limited in December.
- MTEL: There is a taskforce exploring the MTEL requirement which goes into effect June 2014 for Elementary & Special Education students. It will replace PRAXIS II
- Senate Bill 724: The NC Legislature has passed Senate Bill 724 on arts integration in public schools.
- Blueprints follow up: A process for next steps after the blueprint approval is to be developed and publicized soon
- Results of Evidences 2012: Themes of strengths and weaknesses have been complied. The results of 2013 will cover larger sample sizes and those results will be given to institutions
- RttT Report: The report card will be modified to include SOE goal which should be submitted by December
- Assessment Possibilities; NC is considering aligning its assessments with smarter balance http://www.smarterbalanced.org/sample-items-and-performance-tasks/

NCATE TERMINOLOGY & NCATE-CAEP INSIGHTS

OUR TARGET

Teacher Education Committee voted to have NCATE Standard 4—Diversity as our target standard. We will develop a plan and assess benchmarks of growth in attaining standards

NCATE OVERVIEW OF STANDARD 4: DIVERSITY

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

Our Baseline as of May 2012:

Faculty instruction of diversity focuses on four main dimensions: self-awareness (personal) and knowledge of the “other” (philosophical), attentiveness to social structures (social), and the development of a willingness to engage in diverse contexts and act as global citizens and informed advocates (literal and active leadership). Faculty engage their students in issues of diversity by using diversity-related literature; holding diversity-related conversations and discussions deemed rich, intellectual, stimulating, and engaging; and prepare students for and engage them in field experiences in diverse school settings. Faculty use a range of activities to increase the authenticity of diversity instruction including case studies, guest speakers, films, and community-based programs. Faculty also model skills in inquiry, reflection, challenge of the norm, global perspectives, and advocacy to promote diversity-learning that lasts.

ELON UNIVERSITY

Phone: 336-278-5885
E-mail: aansah@elon.edu