Admission Process-Follow-up:
The rolling admission process is to be maintained and candidates will be allowed one attempt at the Grammar Competency Exam. The current exam is being reviewed by a couple of professors in the Department of English for currency and accuracy. Because “On average 50% of the candidates who take the Grammar Competency Exam, which is one of the admission requirements, fail at their first attempt. At their second attempt 82% to 100% fail.” We will eliminate the second attempt at GCE and instead require candidates to take EDU 241. We have sent in a proposal to the school’s Curriculum Council to review to request variable credit hours 1-2.

Field Experience Handbook:
The field experience teaching handbook is currently under revision to reflect the new conceptual framework, new policies on the growing variety of social media, and actual practices.

Curriculum Sequence Changes
Based on candidates and faculty anecdotal data and survey data, Math 208 and 209 is no longer offered at the beginning of the program because it is not developmentally appropriate; EDU 301 and 302 have been combined to provide candidates adequate time to develop their professional learning communities; and EDU 315 (assessment for secondary) is going to be offered closer to student teaching to make it more relevant to secondary candidates.

GRADUATE PROGRAM
Portfolio Results:
The revised North Carolina Graduate Teachers’ Standards were emphasized and assessed for the first time this summer using candidates’ portfolio entries. We cannot make specific comparisons between 2013 and 2012 program performance, however we can compare the two years broadly. The percentage of candidates who had to rewrite were 12% and 13% respectively, for 2012 &2013. Whereas in 2012 there were clear distinctions on candidate performance on the different standards, this year, performance across standards was fairly even.

Accelerated Year: NC Legislative Outcomes
In response to a request from master candidates in Cohort XII and DPI, the M.ED. Program has embarked upon an accelerated year for candidates scheduled to graduate in 2014. Candidates have had to double up on courses, i.e., two instead of one course a semester. Enormous gratitude to faculty who opted to participate and who are collaborating with faculty teaching the same specialty areas to combine assignments, while maintaining standards and rigor.

This could serve as a pilot for candidates who may wish to complete the program in one year and possibly 4+1 candidates.

MOONEY FACILITY and UNIT RESOURCES
After an informal assessment of the SOE building by Connie Book, Associate Provost, more funds have been allocated to modernize the Mooney building, which houses most of the School of Education offices, classrooms, and labs. We have also been approved to upgrade the technology in the building. We hope to invest in two main technological staples found in most classrooms, interactive whiteboards and document cameras. The initial funds were used to repair and maintain the Mooney Building.

NEW FACULTY: Welcome Scott Morrison!
Dr. Scott Morrison joins us from the University of North Carolina where he taught a range of education courses at both the undergraduate and graduate level. Prior to that he was an elementary and middle-grades teacher. He continues to tutor middle grades students in the summer. He will enhance our language arts and social sciences, particularly in the middle grades. His research interests include ECOJustice Education, culturally relevant pedagogy, and theories of social and ecological justice.

Welcome also two new members of the Teacher Education Committee, Sarah Neuhauser and Taylor McKee.
DATA INFORMED DECISIONS

ADVANCED PROGRAM

The “Leadership Project” pilot compared candidate attitude, self-efficacy, and product quality between candidates who worked on their project spring through summer; late spring through summer, and summer only. As expected the spring participants outperformed the other two groups on attitudes and self-efficacy. The quality of the products did not relate to time spent on the project but on candidates’ commitment and ability. Spring participants who performed poorly had the opportunity to review and revise for a passing grade.

INITIAL PROGRAM

Alternative capstones have been developed and will be presented to the SOE curriculum council. Student Teaching is the capstone for candidates seeking licensure and who demonstrate the knowledge, skills, and pedagogy to teach. Some candidates would prefer not to teach or prefer other aspects of the educational field. Consequently, capstones which lead to teaching or other educational field experiences and clinical practice to enable candidate assessment, etc. will be available as alternates to student teaching.

STATE: DPI UPDATES & INSIGHTS

INITIAL FEEDBACK ON FOUNDATIONS OF READING AND GENERAL CURRICULUM TEST

The initial review is that the Foundations of Reading is a good measure of NC teacher candidates. The General Curriculum Test is perceived as too broad. The multi subject test covers math, science, social studies, etc. DPI recommends that since the two parts of the test can be taken separately, that teacher candidates take the General Curriculum Test early in the program, i.e., soon after taking GSTs.

Praxis testing requirement for Admission into Teacher Education Programs

The Praxis I PPST...
- will be discontinued by ETS in August 2014.
- will continue to be available in both computer and paper versions.

Does not appear as the NC required test on the ETS website, however, it is available when students register for the test.

Passing Scores for Praxis I PPST &Praxis Core

<table>
<thead>
<tr>
<th>Test</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPST Reading</td>
<td>0710/5710</td>
</tr>
<tr>
<td>PPST Writing</td>
<td>0720/5720</td>
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<tr>
<td>PPST Math</td>
<td>0730/5730</td>
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<td>PPST Composite</td>
<td>522</td>
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<td>Core Reading</td>
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<td>Core Math</td>
<td>150</td>
</tr>
<tr>
<td>Core Composite</td>
<td>468</td>
</tr>
</tbody>
</table>

The Praxis Core...
- will offered for the first time in October 2013 (registration is open now on the ETS website).
- will be available in computer format only unless the test taker qualifies for accommodations.
- will be offered during specified testing windows initially and will move to continuous testing once enough data is collected by ETS to equate different forms of the tests.

Tests at a Glance and Study Companions are currently available via the ETS website.

Interactive full-length practice test is expected to be released in October 2013.

NCATE TERMINOLOGY & NCATE-CAEP INSIGHTS

September Questions & Tasks

Conceptual Framework

What is the professional education unit at your institution, what is its relationship to other units at the institution that are involved in the preparation of professional educators, and what are the significant changes since the last NCATE review?

Summarize basic tenets of the conceptual framework, institutional standards and candidate proficiencies related to expected knowledge, skills, and professional dispositions as well as significant changes made to the conceptual framework since the last NCATE review.

Standard 1

What do candidate assessment data tell the unit about candidates’ meeting professional, state, and institutional standards and their impact on P-12 student learning? For programs not nationally/state reviewed, summarize data from key assessments and discuss these results.

Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.

Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in unit Standard 1.

Standard 3

How does the unit work with the school partners to deliver field experiences and clinical practice to enable candidates to develop the knowledge, skills, and professional dispositions to help all students learn?

Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.

Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in unit Standard 3.

What do these standards look like in the Initial and Advanced programs? Distinguishing features?

Where and how do we teach diversity proficiencies and assess them? How are we moving towards target or performing at Target with Diversity?

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