

**NCATE**  
Review Report on Association Standards  
Summarized Findings  
**Association for Childhood Education International**

Name of Institution: **Virginia Polytechnic Institute and State University** Date of Review: Spring 2002

State: Virginia Location:  Main Campus  
Review Type: First Critique  Initial  Rejoinder

Name of Program Reviewed: Five-Year Post Bach. - **Potts Document - Blue** Grades Levels: PK – 6

Classification: Master's Degree Level: Advanced

<input checked="" type="checkbox"/> <b>Elementary Education</b>	<input type="checkbox"/> Baccalaureate
<input type="checkbox"/> Combined (specify):	<input type="checkbox"/> Post-Baccalaureate, Initial
<input type="checkbox"/> Elementary/Special Education	<input checked="" type="checkbox"/> Master's, Initial
<input type="checkbox"/> Elementary/Early Childhood	
<input type="checkbox"/> Elementary/ _____	

**Part I: Analysis of the Evidence Provided for Each Standard:**  
(Comments added for each standard *not* met or for noteworthy items)

***Standard 1: Development, Learning and Motivation:***

***X NOT Met***

The documentation indicates that candidates have significant coursework and field experiences throughout the program. Two courses HD 5214 Theoretical Foundations and EDCI 4124 Psychological Foundations allow the knowledge base for this standard to be developed in the candidates that come from varied non-teacher education backgrounds. These two courses are the significant input difference between the two programs sent from this university. Faculty asserts that candidates are able to plan, implement, support and assess children's learning. There is no evidence on notation of a plan that would indicate the candidates know a variety of approaches to adapt curriculum and teaching to motivate and support student learning and development. There are no indicators providing evidence or a plan to demonstrate candidate's knowledge of physical, social, emotional, cognitive, and linguistic development. There are no indicators providing evidence or a plan to demonstrate candidates recognize children's developmental patterns and collaborate with specialists to address individual needs.

Evidence indicates candidates have numerous field experiences and learning assignments that could be viewed as sources of evidence for the standard. Specific criteria are not easily located in the document.

***Standard 2a: Central Concept, Tools of Inquiry, and Structures of Content:***

***X NOT Met***

There is little evidence or an assessment plan to demonstrate that candidates are competent in their knowledge of the central concepts of English/language arts, science, mathematics, social studies, the arts, health education and physical education. Proficiency in content area knowledge and how subject matter is structured in a k-6 curriculum is not presented. Connections across curriculum areas and if candidates accommodate, adapt and integrate developmental characteristics of all students instruction are not delineated. A number of quality field experiences are briefly described in a narrative including candidates engaging in research, reflecting, observing, teacher talking, constructing lessons and assessment, creating child portfolios, preparing units, participating in audio and video taping and mentor/faculty observations. The assessment tools and the current data available for these assignments need to be provided. Samples of candidate work need to be attached.

Evidence indicates numerous data sources including lesson plans, unit of study and evaluations of fieldwork exist. Criteria or assessment tools not located and plan does not demonstrate clear correlation to the standard.

***Standard 2b: English Language Arts:***

***X NOT Met***

There is little evidence or an assessment plan to demonstrate that candidates have competence in English language arts conventions in oral and written pieces as they effectively communicate with students, parents, teachers and other adults. Data or evidences that would indicate that candidates can help students correct error patterns, misconceptions and misunderstandings and that candidates use assessment results to aid instruction is clearly found. The success of candidates in providing different writing and speaking opportunities for children to adapt to different audiences, situations and purposes is not clear. It is apparent that candidates take courses and explore language development and learning. It is apparent that candidates are exposed to current classroom developmentally appropriate literacy programs and research based instructional strategies and approaches. Clearly developed rubric or assessment criteria for assignments/tasks/learning's is needed. Current references in appendices do not serve this purpose. Existing data (even if limited) would demonstrate the spirit of the standard is being met. Candidate work and implications on children's learning is lacking.

Evidence indicates numerous data sources including PALS, running records, reading inventory assignments, lesson plans, tutoring programs, self-analysis papers, final portfolio, etc. Criteria or assessment tools not located and plan does not demonstrate clear correlation to the standard.

***Standard 2c: Science***

***X NOT Met***

The standard requires an in-depth knowledge of physical, life, earth and space sciences. There is a knowledge base that candidates have in how science influences everyday life, personal health, characteristics and changes in populations, etc. Candidates are expected to exhibit a competency in teaching these science content fundamentals. The report provides explanations of the varied input models where candidates learn and explore. The knowledge of the candidates understanding science as a human endeavor, the nature of science and the history of science are not clear. A science concept paper was provided as evidence. The proficiency level was not noted.

Evidence indicates numerous data sources including scientific investigations, cookbook activities, written reflections, etc. Criteria or assessment tools not located and plan does not demonstrate clear correlation to the standard.

***Standard 2d: Mathematics:***

***X NOT Met***

The premise of the standard requires that candidates know mathematic content. Candidates balance and connect conceptual understanding and computational proficiency. Candidates demonstrate statistics, probability, measurement ideas, geometry, etc. (all elementary mathematical areas). The evidence that the attribute of knowledge and skills is not demonstrated. The attribute that candidates can facilitate k-6 students learning in NCTM areas such as patterns, quantities, spatial relationships, problem solving, mental arithmetic, computation, calculators, mathematical history, mathematics communication, mathematical misconceptions and pre-conceptions is not demonstrated.

Evidence indicates numerous data sources including math literature web site, essay, mini lessons, etc. Criteria or assessment tools not located and plan does not demonstrate clear correlation to the standard.

***Standard 2e: Social Studies:***

***X NOT Met***

It is evident through the narrative that coursework provides a link between knowledge and skills and promotes inquiry base learning. The premise of the program's work is developing. Development and implementation of lessons or units can provide data on dispositions and impact on children's learning. The standard requires the program to demonstrate that candidates have knowledge of the major concepts and themes of social studies and they can provide k-6 students with integrated learning experiences to demonstrate social studies integration. This review does not demonstrate that candidates plan and implement learning to engage children and challenge them to research, analyze, and evaluate read world social studies.

Evidence indicates numerous data sources including journal reviews, power point presentations, racial issue perspectives, microteaching, etc. Criteria or assessment tools not located and plan does not demonstrate clear correlation to the standard.

***Standard 2f: The Arts:***

***X NOT Met***

The premise of the standard requires candidates to relate the basic types of dance, music and theater arts knowledge and skills and visual arts knowledge and skills across disciplines. Candidates understand the distinctions, functions, achievements and connections of the arts disciplines. Candidates provided ways for student to use the arts as a communication tool. Many of the input examples provided need to be developed and refined to provide performance data that demonstrate candidate's knowledge, skills and dispositions.

Evidence indicates numerous data sources including child lesson plans with drama, storytelling, historical re-enactment etc. Criteria or assessment tools not located and plan does not demonstrate clear correlation to the standard.

***Standard 2g: Heath Education***

***X NOT Met***

The coursework would indicate that candidates know the major health issues concerning children and the social forces that affect them. However, no evidence is presented that would support the narrative. There is no evidence or plan that indicates that candidates can help children understand the benefits of a healthy lifestyle. Lacking in evidence to support the spirit of the standard.

Evidence indicates numerous data sources including nutrition unit, classroom environment project, etc. Criteria or assessment tools not located and plan does not demonstrate clear correlation to the standard.

***Standard 2h: Physical Education:***

***X NOT Met***

The program is fortunate to have a course Teaching Physical Education for Classroom Teachers. This enables the creation of performance tasks that could demonstrate that candidates have an in-depth knowledge of physical development and movement and the candidates can appreciate and transmit the values of physical activity to children. Further explanation of assignments, creation of criteria, benchmarks and samples of work are needed.

Evidence indicates numerous data sources including extra curricular activities, Running Roos and directing recess periods. Criteria or assessment tools not located and plan does not demonstrate clear correlation to the standard.

***Standard 2i: Connections Across the Curriculum:***

***X NOT Met***

The program report does not demonstrate that candidates can apply connections among concepts, procedures and applications across content areas in a K-6 classroom.

Evidence indicates numerous data sources including audio and video lesson, current affairs lessons, and content connected lesson plans, etc. Criteria or assessment tools not located and plan does not demonstrate clear correlation to the standard.

***Standard 3a: Integrating and Applying Knowledge for Instruction:***

***X NOT Met***

Data or an assessment plan to demonstrate that candidates integrate and apply knowledge of students, knowledge of learning theory, k-6 subject matter content and curriculum development are not provided. Candidate's demonstration of student development and use of informational resources are not readily noted. Assessment devices with proficiency levels are needed.

Evidence indicates numerous data sources including theorist presentations, observations, community projects, short papers, etc. Criteria or assessment tools not located and plan does not demonstrate clear correlation to the standard.

***Standard 3b: Adaptation to Diverse Students:***

***X NOT Met***

The programs premise and narrative explains how the entire program and field experiences supports this standard. The standard clearly asks that candidates know and understand how children differ in development and how maturational factors, special needs, culture may influence this. The program does not provide assessment of this knowledge attribute. The candidates are expected to plan instruction for students of varied individual experiences, talents, disabilities, language, culture, etc. How the program assesses the success of their candidates in relation to the standard is not clear to the reader. Significant coursework is noted.

Evidence indicates numerous data sources including shadowing students, intervention strategy plans, IEP, etc. Criteria or assessment tools not located and plan does not demonstrate clear correlation to the standard.

***Standard 3c: Development of Critical Thinking, Problem Solving, and Performance Skills:***

***X NOT Met***

Once again, significant coursework would indicate that candidates are exposed to principle and technique, advantages and limitations, and appropriate teaching strategies. What evidence is provided? Data or assessment plan is not clearly delineated. What evidences are provided that demonstrate candidates reflect on instructional materials, use of technology and teaching strategies with collaborative specialists?

Evidence indicates numerous data sources including case studies, lesson plans, etc. Criteria or assessment tools not located and plan does not demonstrate clear correlation to the standard.

***Standard 3d: Active Engagement in Learning:***

***X NOT Met***

Candidates know a variety of effective classroom management and motivation strategies and can apply them. Candidates participate in decision-making, work collaborate, and crate learning communities in which k-6 student assume responsibility. These evidences are not fully described with data or a plan to demonstrate.

Evidence indicates numerous data sources including reflections and lesson plans. Criteria or assessment tools not located and plan does not demonstrate clear correlation to the standard.

***Standard 3e: Communication to Foster Collaboration:***

***X NOT Met***

Evidence is not provided that indicates that candidates have knowledge of communication theory, language development, cultural and gender effects on communication as well as knowledge of non-verbal language. Audiovisual use, computer and media use and active inquiry communication strategies in the k-6 classroom by candidates is not provided

Evidence indicates numerous data sources including lesson plans. Criteria or assessment tools not located and plan does not demonstrate clear correlation to the standard.

**Standard 4: Assessment for Instruction:**

**X NOT Met**

The standard addresses that candidates demonstrate that assessment and instruction are integral in curriculum development. Candidates demonstrate use of formal and informal assessments. Candidates demonstrate ability to use assessment strategies. Assessment and instruction are referred; Stanford testing, running records, observational notes, and other are noted. What proficiency do candidates demonstrate in using these tools?

Evidence indicates numerous data sources including observation and participation, examinations, shadowing program, analysis papers, etc. Criteria or assessment tools not located and plan does not demonstrate clear correlation to the standard.

**Standard 5a Professionalism**

**X NOT Met**

Evidence does not indicate that candidates understand the following; the teaching profession's codes of ethical conduct, interrelationships between and among professional, access and use of technology based resources to support professional development, evolving issues and conditions of change in schools, and pedagogical problems and responsibilities. Data on behaviors or ways to assess behaviors is not clearly provided.

Evidence indicates numerous data sources including scaffolding approach assignments and synopsis papers. Criteria or assessment tools not located and plan does not demonstrate clear correlation to the standard.

**Standard 5b: Reflection and Evaluation:**

**X NOT Met**

Ways to assess or demonstrate that candidates reflect on their practice professionally and seek out new sources of current research on teaching is not present. It is implied but not sufficiently. Candidate's professional inquiry and practice and ways to improve their professional knowledge are implied by the degree.

Evidence indicates numerous data sources including professional engagement activities and discussion. Criteria or assessment tools not located and plan does not demonstrate clear correlation to the standard.

**Standard 5c: Collaboration with Families:**

**X NOT Met**

Evidence that demonstrates that candidates can establish positive, collaborative relations with family and know strategies for family involvement around family beliefs, traditions, values, and practices is not evidenced. Candidate's involvement in family assessment and planning for individual children is not evidenced. Evidence indicates numerous data sources including newsletter development, family night planning, guest speaker programs, etc. Criteria or assessment tools not located.

Data or evidences that candidates participate in collegial activities to sustain a productive learning environment, collaborate with community organizations, utilize community resources to support instruction are not presented. Evidence that would demonstrate that candidates value and respect the uniqueness of all members in a school community is not presented. Evidence indicates numerous data sources including portfolio development. Criteria or assessment tools not located.

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## **Part II: Overall Comments**

### **Program Strengths:**

### **Program Concerns/Weaknesses:**

### **General Comments:**

- Documentation indicates that the compiler may not have spoken directly with ACEI regarding the 140-page maximum. ACEI does not have this minimum and realizes that documentation that would include candidate and student work would warrant two volumes.
- Utilization of tabs is extremely helpful to reviewers. Tabbed appendices would have made the document more users friendly for the reviewer. It is highly recommended for submission in the rejoinder. It is unacceptable to view a document in this format.
- Contextual information is closely associated or matched with a Conceptual Framework. This is not the intent of this section of the document. Contextual statement documentation is found on the ACEI web page. It allows the program to tell its story to the reader. This is a five-year program. Do Please include a check sheet.
- Table of contents is helpful especially with a second volume indicating the evidences.
- Passing score rates on tests PRAXIS?
- Use charts and graphs when possible (assessment design, flow of information, candidate timelines)
- Explain how the document is organized.
- Candidate work evidences with notations such as “below average, average, exemplary” would be helpful.
- Aggregate Data. Some data currently exists and should be utilized.

- The document reads as though it was written and then a realization that an assessment plans could be included and was placed in the appendix. Perspective of document changes with each reading.
  
- **Summary of Program Quality:**

### **Part III: Recommendation for Site Visit**

#### Part IV: ACEI's Decision

Program Nationally Recognized

**Program Not Nationally Recognized**

Program Nationally Recognized, Conditionally\*

\* Represents the judgment of the ACEI Reviewers that currently available assessment results, coupled with plans for gathering additional information about candidate performances, constitutes a strong case for “National Recognition.” In essence, the reviewers have determined that the program is expected to develop full capacity for demonstrating candidate proficiencies across the Elementary Education Standards, and to achieve unqualified “National Recognition” within a two-year period from the date of the review. Program faculty is expected to provide a Supplemental Program Report within that period, as the basis for confirming or denying “National Recognition.”