

NATIONAL RECOGNITION REPORT

Preparation of Middle Level Teachers

Initial Teacher Preparation

(2012 Standards)

National recognition of this program is dependent on the review of the program by representatives of the Association for Middle Level Education (AMLE), formerly National Middle School Association (NMSA).

COVER PAGE

Name of Institution

Clarion University of Pennsylvania

Date of Review

MM DD YYYY

08 / 01 / 2017

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program Covered by this Review

Middle Level Certification

Grade Level⁽¹⁾

4-8

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

Program Type

First Teaching License

Award or Degree Level

- Baccalaureate
- Post Baccalaureate
- Master's leading to initial licensure

PART A - RECOGNITION DECISION

SPA decision on national recognition of the Program:

- Nationally recognized
- Nationally recognized with conditions
- Further development required OR Nationally recognized with probation OR Not nationally recognized [See Part G]

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

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

- Yes
- No
- Not applicable
- Not able to determine

Comments, if necessary, concerning Test Results:

Praxis II exams for ELA/SS, Math/Science, Social Studies, and Math do not have an 80 percent pass rate.

Summary of Strengths:

The program has assessments in place that are predominately middle-level specific, and those that are not yet specific could be readily revised to become so. Field and clinical experiences are logically sequenced, developmentally progressive, and exceed state expectations.

PART B - STATUS OF MEETING SPA STANDARDS

Standard 1: Young Adolescent Development

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents.

Element a. Knowledge of Young Adolescent Development:

Middle level teacher candidates demonstrate a comprehensive knowledge of young adolescent development. They use this understanding of the intellectual, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, including those whose language and cultures are different from their own.

Element b. Knowledge of the Implications of Diversity on Young Adolescent Development:

Middle level teacher candidates demonstrate their understanding of the implications of diversity on the development of young adolescents. They implement curriculum and instruction that is responsive to young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They participate successfully in middle level practices that consider and celebrate the diversity of all young adolescents.

Element c. Implications of Young Adolescent Development for Middle Level Curriculum and Instruction:

Middle level teacher candidates use their knowledge of young adolescent development when planning and implementing middle level curriculum and when selecting and using instructional strategies.

Element d. Implications of Young Adolescent Development for Middle Level Programs and Practices:

Middle level teacher candidates apply their knowledge of young adolescent development when making decisions about their respective roles in creating and maintaining developmentally responsive learning environments. They demonstrate their ability to participate successfully in effective middle level school organizational practices such as interdisciplinary team organization and advisory programs.

Met



Met with Conditions



Not Met



Comment:

The program indicated that Assessments 1, 2, 3, 4, and 5 provide evidence for meeting Standard 1.

Assessment 1 (Praxis II content area exams) provides limited evidence that supports the fact that candidates meet the expectations of Standard 1. The evidence is limited in that not all content areas (or combinations) have at least an 80 percent pass rate.

Assessment 2 (Middle Level Block Competency Evaluation) provides evidence for meeting Standard 1. The rubric is appropriately aligned and incorporates the language of the standard. Data demonstrate that all candidates perform at expected levels.

Assessment 3 (Middle Level Unit Plan) provides evidence for meeting Standard 1. The rubric is appropriately aligned and incorporates the language of the standard. Data demonstrate that most candidates perform at expected levels.

Assessment 4 (Middle Level Student Teaching Performance Profile) does not provide evidence for meeting Standard 1. The rubric is aligned to the standard, but it is not clear that it incorporates the language of the standard. Data are

reported holistically, not by individual rubric item, and do not provide information about Standard 1. Further, the data table indicates that data provided are for the Secondary Social Studies program, not middle level education.

Assessment 5 (Teacher Candidate Work Sample) provides limited evidence for meeting Standard 1. The rubric is aligned to the standard, but does not incorporate the language of the standard (and thus appears to be generic to the program). Data demonstrate that most candidates perform at expected levels.

Standard 2: Middle Level Curriculum

Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

Element a. Subject Matter Content Knowledge:

Middle level teacher candidates demonstrate a depth and breadth of subject matter content knowledge in the subjects they teach (e.g., English/language arts, mathematics, reading, social studies, health, physical education, and family and consumer science). They incorporate information literacy skills and state-of-the-art technologies into teaching their subjects.

Element b. Middle Level Student Standards:

Middle level teacher candidates use their knowledge of local, state, national, and common core standards to frame their teaching. They draw on their knowledge of these standards to design, implement, and evaluate developmentally responsive, meaningful, and challenging curriculum for all young adolescents.

Element c. Interdisciplinary Nature of Knowledge:

Middle level teacher candidates demonstrate the interdisciplinary nature of knowledge by helping all young adolescents make connections among subject areas. They facilitate relationships among content, ideas, interests, and experiences by developing and implementing relevant, challenging, integrative, and exploratory curriculum. They provide learning opportunities that enhance information literacy (e.g., critical thinking, problem solving, evaluation of information gained) in their specialty fields (e.g., mathematics, social studies, health).

Met



Met with Conditions



Not Met



Comment:

The program indicated that Assessments 1, 2, 3, 4, and 5 provide evidence for meeting Standard 2.

Assessment 1 (Praxis II content area exams) provides limited evidence that supports the fact that candidates meet the expectations of Standard 2. The evidence is limited in that not all content areas (or combinations) have at least an 80 percent pass rate.

Assessment 2 (Middle Level Block Competency Evaluation) provides evidence for meeting Standard 2. The rubric is appropriately aligned and incorporates the language of the standard. Data demonstrate that all candidates perform at expected levels.

Assessment 3 (Middle Level Unit Plan) provides evidence for meeting Standard 2. The rubric is appropriately aligned and incorporates the language of the standard. Data demonstrate that most candidates perform at expected levels.

Assessment 4 (Middle Level Student Teaching Performance Profile) does not provide evidence for meeting Standard 2. The rubric is aligned to the standard, but it is not clear that it incorporates the language of the standard. Data are reported holistically, not by individual rubric item, and do not provide information about Standard 2. Further, the data table indicates that data provided are for the Secondary Social Studies program, not middle level education.

Assessment 5 (Teacher Candidate Work Sample) provides limited evidence for meeting Standard 2. The rubric is aligned to the standard, but does not incorporate the language of the standard (and thus appears to be generic to the program). Data demonstrate that most candidates perform at expected levels.

Standard 3: Middle Level Philosophy and School Organization

Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.

Element a. Middle Level Philosophical Foundations:

Middle level teacher candidates demonstrate an understanding of the philosophical foundations of developmentally responsive middle level programs and schools.

Element b. Middle Level Organization and Best Practices:

Middle level teacher candidates utilize their knowledge of the effective components of middle level programs and schools to foster equitable educational practices and to enhance learning for all students (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They demonstrate their ability to apply this knowledge and to function successfully within a variety of school organizational settings (e.g., grades K-8, 6-8, 7-12). Middle level teacher candidates perform successfully in middle level programs and practices such as interdisciplinary teaming, advisory programs, flexible block schedules, and common teacher planning time.

Met



Met with Conditions



Not Met



Comment:

The program indicated that Assessments 2, 4, and 6 provide evidence for meeting Standard 3.

Assessment 2 (Middle Level Block Competency Evaluation) provides evidence for meeting Standard 3. The rubric is appropriately aligned and incorporates the language of the standard. Data demonstrate that all candidates perform at expected levels.

Assessment 4 (Middle Level Student Teaching Performance Profile) does not provide evidence for meeting Standard 3. The rubric is aligned to the standard, but it is not clear that it incorporates the language of the standard. Data are reported holistically, not by individual rubric item, and do not provide information about Standard 3. Further, the data table indicates that data

provided are for the Secondary Social Studies program, not middle level education.

Assessment 6 (Philosophy of Middle Level Education Statement) provides evidence for meeting Standard 3. The rubric is aligned to the standard, and it incorporates the language of the standard. Data demonstrate that most candidates perform at expected levels.

Standard 4: Middle Level Instruction and Assessment

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

Element a. Content Pedagogy:

Middle level teacher candidates use their knowledge of instruction and assessment strategies that are especially effective in the subjects they teach.

Element b. Middle Level Instructional Strategies:

Middle level teacher candidates employ a wide variety of effective teaching, learning, and assessment strategies. They use instructional strategies and technologies in ways that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained) so that young adolescents are actively engaged in their learning. They use instruction that is responsive to young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

Element c. Middle Level Assessment and Data-informed Instruction:

Middle level teacher candidates develop and administer assessments and use them as formative and summative tools to create meaningful learning experiences by assessing prior learning, implementing effective lessons, reflecting on young adolescent learning, and adjusting instruction based on the knowledge gained.

Element d. Young Adolescent Motivation:

Middle level teacher candidates demonstrate their ability to motivate all young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources (e.g., technology, manipulative materials, information literacy skills, contemporary media). They establish equitable, caring, and productive learning environments for all young adolescents.

Met



Met with Conditions



Not Met



Comment:

The program indicated that Assessments 1, 2, 3, 4, and 5 provide evidence for meeting Standard 4.

Assessment 1 (Praxis II content area exams) provides limited evidence that supports the fact that candidates meet the expectations of Standard 4. The evidence is limited in that not all content areas (or combinations) have at least an 80 percent pass rate.

Assessment 2 (Middle Level Block Competency Evaluation) provides evidence for meeting Standard 4. The rubric is appropriately aligned and incorporates the language of the standard. Data demonstrate that all candidates perform at expected levels.

Assessment 3 (Middle Level Unit Plan) provides evidence for meeting Standard 4. The rubric is appropriately aligned and incorporates the language of the standard. Data demonstrate that most candidates perform at expected levels.

Assessment 4 (Middle Level Student Teaching Performance Profile) does not provide evidence for meeting Standard 4. The rubric is aligned to the standard, but it is not clear that it incorporates the language of the standard. Data are reported holistically, not by individual rubric item, and do not provide information about Standard 4. Further, the data table indicates that data provided are for the Secondary Social Studies program, not middle level education.

Assessment 5 (Teacher Candidate Work Sample) provides limited evidence for meeting Standard 4. The rubric is aligned to the standard, but does not incorporate the language of the standard (and thus appears to be generic to the program). Data demonstrate that most candidates perform at expected levels.

Standard 5: Middle Level Professional Roles

Middle level teacher candidates understand their complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.

Element a. Professional Roles of Middle Level Teachers:

Middle level teacher candidates understand, reflect on, and are successful in their unique roles as middle level professionals (e.g., members of teaching teams and advisors to young adolescents).

Element b. Advocacy for Young Adolescents and Developmentally Responsive Schooling Practices:

Middle level teacher candidates serve as advocates for all young adolescents and for developmentally responsive schooling practices. They are informed advocates for effective middle level educational practices and policies, and use their professional leadership responsibilities to create equitable opportunities for all young adolescents in order to maximize their students' learning.

Element c. Working with Family Members and Community Involvement:

Middle level teacher candidates understand and value the ways diverse family structures and cultural backgrounds influence and enrich learning. They communicate and collaborate with all family members and community partners, and participate in school and community activities. They engage in practices that build positive, collaborative relationships with families from diverse cultures and backgrounds (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

Element d. Dispositions and Professional Behaviors:

Middle level teacher candidates demonstrate positive orientations toward teaching young adolescents and model high standards of ethical behavior and professional competence. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, critical perspectives on their teaching.

Met



Met with Conditions



Not Met



Comment:

The program indicated that Assessments 2, 4, and 6 provide evidence for meeting Standard 5.

Assessment 2 (Middle Level Block Competency Evaluation) provides evidence for meeting Standard 5. The rubric is appropriately aligned and incorporates the language of the standard. Data demonstrate that all candidates perform at expected levels.

Assessment 4 (Middle Level Student Teaching Performance Profile) does not

provide evidence for meeting Standard 5. The rubric is aligned to the standard, but it is not clear that it incorporates the language of the standard. Data are reported holistically, not by individual rubric item, and do not provide information about Standard 5. Further, the data table indicates that data provided are for the Secondary Social Studies program, not middle level education.

Assessment 6 (Philosophy of Middle Level Education Statement) provides evidence for meeting Standard 5. The rubric is aligned to the standard, and it incorporates the language of the standard. Data demonstrate that most candidates perform at expected levels.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

The program provides conclusive evidence that demonstrates candidates' knowledge of content through data for Assessments 1, 2, 3, and 6.

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

The program provides evidence that demonstrates candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions primarily through Assessments 3 and 6.

C.3. Candidate effects on middle level student learning

The program provides limited evidence that candidates effect middle level student learning through Assessment 5. Although Assessment 5 contains a rubric element that addresses assessment of prior learning, and another element on assessment of student learning through the lessons of the work sample, this assessment rubric appears to be generic to the teacher education program and does not incorporate the language of the AMLE Standards.

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)

The program reports several developments in terms of personnel and procedures that are facilitating regular review of data, including establishment of a unit-wide assessment committee and implementation of a digital assessment and data management system. Program level changes, including a shift to an additional methods course in the program, are being driven by data such as Praxis II scores and by an awareness and influence of changes in the P-12 system in the state.

PART E - AREAS FOR CONSIDERATION

Areas for Consideration

The program may consider revising Assessment 5 (work sample) to incorporate the language of the AMLE Standards in the rubric.

The report for Assessment 4 (Middle Level Student Teaching Performance Profile) may be further examined to determine if the rubric items incorporate the language of the AMLE Standards. The report for Assessment 4 may also indicate data for middle level candidates, rather than those in secondary social studies.

PART F - ADDITIONAL COMMENTS

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


None.

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

None.

PART G - DECISIONS

Please select final decision:

-  National Recognition. The program is recognized through the semester and year of the provider's next CAEP accreditation decision in 5-7 years. The Recognition Report will serve as program level evidence for the accreditation cycle it has been initiated. To retain recognition and to gather new evidence for the next accreditation cycle, another program report must be submitted mid-cycle 3 years in advance of the next scheduled accreditation visit. The program will be listed as Nationally Recognized through the semester of the next CAEP accreditation decision on websites and/or other publications of the SPA and CAEP. The institution may designate its program as Nationally Recognized by the SPA, through the semester of the next CAEP accreditation decision, in its published materials. National recognition is dependent upon CAEP accreditation. Please note that once a program has been Nationally Recognized, it may not submit another report addressing any unmet standards or other concerns cited in the recognition report.

Please click "Next"

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