

**Program Report for the
Preparation of Elementary School Teachers**

Association for Childhood Education International (ACEI)

Note: This form uses the 2001 ACEI standards. Programs can use the 2001 standards through 2008. After 2008, programs should respond to the 2007 ACEI standards.

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

C O V E R S H E E T

Institution Howard University State District of Columbia

Date submitted Howard University

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Program documented in this report:

Name of institution's program (s) Elementary Education

Grade levels for which candidates are being prepared Grades 1-6

Degree or award level Master of Education (M.Ed)

Is this program offered at more than one site? Yes No

If yes, list the sites at which the program is offered _____

Title of the state license for which candidates are prepared _____

Program report status:

Initial Review

Response to a Not Recognized Decision

Response to National Recognition With Conditions

Response to a Deferred Decision

State licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

Yes

No

SECTION I—CONTEXT

1. Description of any state or institutional policies that may influence the application of ACEI standards

Howard University School of Education's Elementary Education Teacher Education Program is designed to meet the licensure requirements for the District of Columbia for teaching for grades one through six. Housed in the Department of Curriculum and Instruction, the Elementary Education Teacher Education Program consists of two initial certification programs.

The first initial certification program is the five-year program for elementary education certification. The School of Education and the College of Arts and Sciences offer a five year elementary teacher certification program in which students earn a master's of education degree at the end of the fifth year. This teacher certification program provides the arts and science major with in-depth study in an academic discipline in an in-depth study in an academic discipline concurrently with a professional education sequence beginning in the freshman year. Students interested in the five-year elementary teacher certification program apply to the College of Arts and Sciences declaring a major in one of these areas: English, mathematics, Afro-American studies or history as well as the intent to become an elementary school teacher. These students follow the major area requirements as well as teacher certification requirements and are advised in their major area as well as in the School of Education, Department of Curriculum and Instruction.

The five-year elementary teacher certification program (164 credit hours) requires prerequisite courses taken during a candidate's undergraduate matriculation. During the junior year candidates apply to the Department of Curriculum and Instruction and during their senior year they apply to the M.Ed. program. Upon confirmation of the undergraduate baccalaureate degree (128 hours), students apply for admission to the graduate program for the fifth year, consisting for the graduate school. Completion of the Five-Year (M.Ed.) degree requires approximately five years of full-time study.

The Master of Education Program (M.Ed.) is the second initial certification program. The M.Ed. (36 credit hours) is designed to develop professional expertise leading to initial teacher certification for grades one through six. This program is especially constructed for candidates without previous practical experience in teaching. The M.Ed program is offered to individuals graduating from an accepted undergraduate degree program who wish to major in education. The 36 credit hour program is structured to assist the candidate in obtaining certification in elementary education. The course of study enables the candidates to acquire skills in instructional strategies, community relations, curriculum development, instructional assessment and technology, and research design.

Successful completion of PRAXIS I (District of Columbia score requirements) is required for admission into both programs. Successful completion of PRAXIS II is required for graduation and teacher certification for grades one through six. Both programs are guided by the AECI Program Report Template—ACEI

standards and is committed to producing teacher candidates who are well versed in developmentally appropriate practice for elementary aged children. As a Historically Black Institution located in an urban area, the program embraces a philosophy of cultural diversity, pluralism, and emphasis on the urban learner. To this end, the program’s goal concurs with the mission of the SOE at Howard University. As a premiere national urban School of Education, the SOE focuses on issues of culturally and technologically competent educators/practitioners who are effectively prepared to address the educational and human development needs of urban learners through reflective practice, educational leadership, competent research, and facilitation of change.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships

All Elementary Education candidates in the initial certification programs must fulfill a prescribed number of hours in the field, which include guided observation (O), participation (P), and a 12 week student teaching internship. For clarity, the clinical experiences required for each program will be summarized separately in a tabular format.

Five-year Elementary Education Program (B. S. - M.Ed)

Candidates in the five-year program must fulfill minimum requirements of field/clinical experience through the courses listed in Table 1.

Table 1. Field experience requirements for candidates in the five-year Elementary Education Program.

Year in Program	Required for Courses	Number of Hours
Year 1	ELEM 001 Introduction to Teaching	10 hrs (O)
Year 2	ELEM 020 Ed. Psychology ELEM 025 Field Work & Seminar	20 hrs (O)
Year 3	ELEM 039 Social Foundations of Urban Education	10 hrs (O)
Year 4	EDUC 288-General Methods	40 hrs (O)
Year 5 1 st semester	EDUC282-Integrated Methods and Technology I (Reading, Social Studies, Language Arts) (3) EDUC283-Integrated Methods and Technology II (Math & Science) (3)	260 hrs (O&P)
Year 5	EDUC296/297 - Internship	420 hrs

2 nd semester	(clinical internship)
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Two-year Elementary Education Program (M.Ed)

Candidates in the two-year program must fulfill minimum requirements of field/clinical experience through the courses listed in Table 2.

Table 2. Field experience requirements for candidates in the two-year five-year Elementary Education Program.

Required for Courses	Number of Hours
EDUC289- Introduction to Teaching	10 hrs (O)
EDUC282-Integrated Methods and Technology I (Reading, Social Studies, Language Arts) (3)	260 hrs (O&P)
EDUC283-Integrated Methods and Technology II (Math & Science) (3)	
EDUC296/297 – Internship (6 credit hours)	420 hrs (clinical internship)

The guided observations focus on all aspects of elementary childhood curriculum such as teacher-student interaction, classroom environment plan, inquiry based teaching and learning, student centered instructional strategies, and classroom management. Candidates in the 5-year program have clinical practice experiences that span the range of elementary grades (upper and lower). Candidates are placed in one level for their methods courses and another grade level for their internship.

The internship for the elementary education candidates (both five-year and two-year candidates) consists of 12 weeks of full-time student teaching experience. Most candidates are placed in the District of Columbia Public Schools with a few candidates placed in schools in Fairfax County, Virginia or Prince George’s County, Maryland. During the internship each candidate completes one 12-week placement.

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program

For clarity, the admission, retention, and exit requirements for the two initial certification programs will be listed separately below.

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Master of Education M.Ed. Program (36 credit hours)

All candidates must fulfill all of the following requirements in order to be admitted and retained in the program, and to exit the program with expected degree as well as certification.

Admission Requirements

- Minimum undergraduate cumulative GPA of 2.7 on a 4.0 scale
- Accurate and complete graduate program application that consists of the following items
 - Autobiographical sketch
 - Statement of intent (300 words minimum)
 - Official transcripts of all college/university courses completed
 - Three letters of recommendation
 - Passing Praxis I test scores (District of Columbia requirements)

Retention Requirement

- Maintain a minimum of 3.0 GPA must be maintained throughout the program

Exit Requirements

- Pass the graduate Expository Writing examination
- Pass the graduate Comprehensive Examination
- Pass the PRAXIS II test in elementary education
- Successfully complete an action research paper
- Successfully complete a professional portfolio
- Successfully complete the Clinical Internship

Five Year Degree Program (M.Ed) (164 credit hours)

Pre-admission Requirements

- Be accepted into the College of Arts and Sciences (CAS) and pursue a CAS major in Afro-American Studies, English, History, or Mathematics.

Formal Admission Requirements

- Must be formally admitted to the teacher certification program by the second semester of the junior year
- Must have a 2.7 grade point average (GPA) for formal admission
- Must have the recommendation of the major department/departmental adviser
- Must pass all three parts of the PRAXIS I: Academic Skills Assessments Examination prior to the beginning of the junior year
- Accurate and complete graduate program application that consists of the following items
 - Autobiographical sketch
 - Statement of intent (300 words minimum)
 - Official transcripts of all college/university courses completed
 - Three letters of recommendation
 - Passing Praxis I test scores (District of Columbia requirements)

Retention Requirement

- Maintain a minimum of 3.0 GPA overall and 3.0 in all professional courses (ELEM, ECED, and EDUC) at both undergraduate and graduate levels

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Program Matriculation and Exit Requirements

- Pass the graduate Expository Writing examination
- Pass the graduate Comprehensive Examination
- Pass the PRAXIS II test in elementary education in accordance to the District of Columbia requirements
- Successfully complete an action research paper
- Successfully complete a professional portfolio
- Successfully complete the Clinical Internship

4. Description of the relationship of the program to the unit's conceptual framework

The mission of the School of Education (the Unit hereafter) is to prepare professional educators and human development specialists in teaching, research, service delivery, policy, and advocacy. The conceptual framework, which guides the work of the Unit, sets ultimate unit goals with respect to preparation of educators. All programs in the Unit, including the Elementary Education Teacher Education programs, are designed to prepare candidates to function as reflective educators/practitioners, competent researchers, educational leaders, and change agents. More specifically, the Unit listed seven demonstrable student learning outcomes, which include:

- 1) the ability to think critically
- 2) the ability to analyze and solve problems
- 3) the ability to make ethical decisions
- 4) the ability to apply knowledge by linking theory and practice
- 5) knowledge and understanding of self, history, and community
- 6) the ability to assume leadership roles in the global community
- 7) a demonstration of knowledge, sensitivity, and skills in working with diverse populations and urban schools

The Unit's conceptual framework is considered adequately universal in guiding all teacher certification programs in the Department of Curriculum and Instruction (C&I), the home department of Elementary Teacher Education programs. C&I is committed to the preparation of candidates who are well versed in their teaching fields and have strong teaching abilities. The seven student learning outcomes listed above provide a clear vision for the best attributes that the Unit expects its candidates to possess, which offers guidance to the Elementary Teacher Education programs in designing, implementing, and evaluating its courses of studies.

5. Indication of whether the program has a unique set of program assessments and the relationship of the program's assessments to the unit's assessment system

There are several assessments that serve evaluation purposes for all comparable academic programs in the Unit, including the Elementary Education program. Examples of such assessments include Master's Degree Comprehensive Examination and Graduate Expository Writing Examination. In addition, as the only department in the Unit that prepares teacher candidates, C&I also have a set of assessments that are universally conducted with candidates in

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Department of Curriculum and Instruction
Elementary Education Program
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its certification programs. Such assessments include Praxis I & II examinations, professional portfolio, Teacher Candidate Evaluation Instrument, and an action research project. The content in each assessment are program-specific whenever it is applicable.

In addition to the universal assessments implemented throughout the Unit, there are also program-specific assessments built in professional courses to assess candidates' knowledge, skills, and dispositions in the field of elementary education. Such assessments include unit plans, technology projects, parent newsletters, and bulletin board design/construction.

(Insert Appendices A, B, C, D, and E, F go here)

Appendix A: Five-year Afro-American Studies Elementary Education Program Scheme (M.Ed)

Appendix B: Five-year English Elementary Education Program Scheme (M.Ed)

Appendix C: Five-year History Elementary Education Program Scheme (M.Ed)

Appendix D: Five-year Mathematics Elementary Education Program Scheme (M.Ed)

Appendix E: Two-year Master of Education Program (M.Ed)

SECTION II— LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the ACEI standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

	Name of Assessment¹	Type or Form of Assessment²	When the Assessment Is Administered³
1	[Licensure assessment, or other content-based assessment]	Content Score Review: Praxis II Content Knowledge Sub-test Scores	Final semester of the program Prior to certification
2	[Assessment of content knowledge in elementary education]	Comprehensive Exams	One semester prior to graduation program
3	[Assessment of candidate ability to plan instruction]	Unit Plans	Methods
4	[Assessment of student teaching]	Internship Observations	Internship
5	[Assessment of candidate effect on student learning]	Action Research	The semester prior to internship or the end of the program
6	Additional assessment that addresses ACEI standards (required)]	Portfolio	End of Program
7	Additional assessment that addresses ACEI standards (optional)]		
8	Additional assessment that addresses ACEI standards (optional)]		

¹ Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

² Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

³ Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III—RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each ACEI standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple ACEI standards.

ACEI STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
DEVELOPMENT, LEARNING AND MOTIVATION	
1. 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.	x <input type="checkbox"/> #1 x <input type="checkbox"/> #2 x <input type="checkbox"/> #3 x <input type="checkbox"/> #4 <input type="checkbox"/> #5 x <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
CURRICULUM STANDARDS	
2.1 English language arts —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.	x <input type="checkbox"/> #1 x <input type="checkbox"/> #2 x <input type="checkbox"/> #3 x <input type="checkbox"/> #4 <input type="checkbox"/> #5 x <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
2.2 Science —Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.	x <input type="checkbox"/> #1 x <input type="checkbox"/> #2 x <input type="checkbox"/> #3 x <input type="checkbox"/> #4 <input type="checkbox"/> #5 x <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
2.3 Mathematics —Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.	x <input type="checkbox"/> #1 x <input type="checkbox"/> #2 x <input type="checkbox"/> #3 x <input type="checkbox"/> #4 <input type="checkbox"/> #5 x <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8

ACEI STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
<p>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.</p>	<p><input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8</p>
<p>2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.</p>	<p><input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8</p>
<p>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.</p>	<p><input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8</p>
<p>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.</p>	<p><input checked="" type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8</p>
<p>2.8 Connections across the curriculum—Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.</p>	<p><input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8</p>
INSTRUCTION STANDARDS	
<p>3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.</p>	<p><input type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4</p>

ACEI STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
	<input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
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.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
3.3 Development of critical thinking, problem solving, performance skills —Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
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.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
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.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4. 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.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
5.1 Practices and behaviors of developing career teachers —Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
5.2 Reflection and evaluation —Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8

ACEI STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
<p>5.3 Collaboration with families—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children.</p>	<p><input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8</p>
<p>5.4 Collaboration with colleagues and the community—Candidates foster relationships with school colleagues and agencies in the larger community to support students’ learning and well-being.</p>	<p><input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8</p>

SECTION IV—EVIDENCE FOR MEETING STANDARDS

#1 (Required)—CONTENT KNOWLEDGE:

Assessment 1: Content Knowledge Assessment

Assessment 1: PRAXIS II: Elementary Education:

General Description of the Assessment

Candidates in the Elementary Education program must successfully complete Praxis II: *Elementary Education: Content Knowledge (0014)*; and *Elementary Education: Content Area Exercises (0012)* as required by the District of Columbia for teacher certification in Elementary Education. The passing score for the elementary education content area exercises is 148 and the passing score for the content knowledge is 145. Praxis II addresses both content knowledge and the ability to apply that content in teaching. The content knowledge test assesses in four categories: Language Arts/Reading, Mathematics, Social Studies and Science. Each section is constitutes 25% of the examination and consists of 30 multiple-choice questions.

Alignment with ACEI Standards

Praxis II addresses content knowledge as well as the ability to apply that content in teaching in these four categories: Language Arts/Reading, Mathematics, Social Studies and Science. These areas are aligned with ACEI 2.1 -2.5. The content area exercises require knowledge of both content and pedagogy as outlined in ACEI standards 3.1, 3.2, 3.3, 3.4, and 4.0. Table 3 shows the subject areas disciplines in alignment with ACEI standards.

Table 3. Alignment between categories of test items on Praxis II (0014) and ACEI standards.

Content tested by PRAXIS II: Elementary Education Content Knowledge	Aligned with ACEI Standards
Reading and Language Arts	2.1, 2.4
Mathematics	2.3
Social Studies	2.4
Science	2.2
Integrated Content Area	2.1-2.8

Brief Analysis of Data Findings

Data indicate that candidates in our program have demonstrated competence in the Praxis II tests. In year 2006 - 2007, approximately 17 elementary education candidates who took the elementary education content area exercises portion of PRAXIS II received passing scores of 148 or higher. All 16 elementary education candidates that took the elementary education content knowledge portion of PRAXIS II received passing scores of 145 or higher. This data is displayed in Tables and 4. For testing years 2006-2007, elementary education candidates were slightly below the national average percent correct in the four

sub-test categories. However, Candidates were only few points below the national average scores for the Elementary Education Content Exercises in 2006 – 2007. For example in the subcategory of reading and language arts, the Howard University Institution average for elementary education candidates was 67% and the national average correct was 69%. Tables 4 and 5 provide more data for the elementary education content exercises and content knowledge exam.

Interpretation of How the Data Provides Evidence for Meeting Standards

PRAXIS II scores confirm that candidates have the required content and pedagogical knowledge necessary for elementary education teachers to be certified in the District of Columbia.

Table 4: 2006-7 candidate performance data on Praxis II Elementary Education Exam: Content area exercises (0012) N=17

Percentage Passing 2006-2007 (17 examinees) (DC Passing Score =148)				
Percentage Passing 2006-2007 (all examinees) = 87.5% of students				
Test Category	Points Available	Institution Average % Correct	State-wide Average % Correct	National Average % Correct
Reading and Language Arts	12	67	70	69
Mathematics	12	64	71	69
Science/Social Studies	12	63	70	68
Integrated Content Area	12	60	70	68

Table 5: 2006-7 candidate performance data on Praxis II Elementary Education Exam: Content area exercises (0014) N=16

Percentage Passing 2006-2007 (16 examinees) (DC Passing Score =145)				
Percentage Passing 2006-2007 (all examinees) = 81.5% of students				
Test Category	Points Available	Institution Average % Correct	State-wide Average % Correct	National Average % Correct
Reading /Language Arts	29-30	77	82	78
Mathematics	29-30	60	73	70
Social Studies	29-30	47	65	59

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Science	29-30	52	66	65
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Table 6. Candidate scores by category on Praxis II Elementary Education Exam (0014) for academic year 2006-2007 with institutional average (N=21).

Test Category	1 st Quartile	2 nd Quartile	3 rd Quartile	4 th Quartile (highest)	Total
Reading and Language Arts ACEI 2.1, 2.4	2 12%	8 47%	5 29%	2 12%	17 100%
Mathematics ACEI 2.3	5 29%	6 35%	6 35%	0 0%	17 100%
Science/Social Studies, 2.2, 2.4 ACEI	5 29%	7 41%	5 29%	0 0%	17 100%
Integrated Content Area ACEI	6 35%	6 35%	5 29%	0 0%	17 100%

Test Category	1 st Quartile	2 nd Quartile	3 rd Quartile	4 th Quartile (highest)	Total
Reading /Language Arts ACEI	2 13%	10 63%	2 13%	2 13%	16 100%
Mathematics ACEI 2.3	8 50%	4 25%	3 19%	1 6%	16 100%
Social Studies ACEI 2.4	8 50%	4 25%	2 13%	2 13%	16 100%
Science ACEI 2.2	9 56%	4 25%	2 13%	1 6%	16 100%

* The sub-scores by test category are available to the institution in academic year 2006-2007 only.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

#2 (Required)—CONTENT KNOWLEDGE: Assessment of content knowledge in the disciplines to be taught in an elementary classroom. ACEI standards addressed in this entry could include but are not limited to Standards 2.1-2.8. **Assessments that address Standards 2.1-2.4 are required.** (The assessments of the different content areas of elementary education may entail multiple attachments; however, they will be considered in their entirety as Assessment #2.) Examples of assessments include comprehensive examinations, course grades⁴ from content fields, and portfolio tasks.⁵

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment #2 Master's Degree Comprehensive Exam

General Description of the Assessment

As one of the program's exit requirements, all candidates must pass the Master's Degree Comprehensive Exam in order to receive the Master of Education Teaching degree. The comprehensive exam is a three-hour, three-question essay examination. It is a universal degree requirement in the Department of Curriculum and Instruction, which is designed primarily to test candidates' ability to synthesize and apply knowledge of theory and practice to the resolution of problem(s) in their areas of specialization, including the Elementary Education program. Candidates who are advanced in their coursework or are within one semester of graduation may take the comprehensive examination. If a candidate fails the exam in the first attempt, he/she will have a second, and last, opportunity to take the exam in a subsequent semester.

Each response to a question on the Comprehensive Exam is scored by at least two faculty members, both in and outside of the Department, who are specialized in the content area covered by the question. The responses are rated according to a grading rubric with a continuum from 0 (unacceptable) to 5 (excellent). The grading rubric is used universally in the Department for program consistency. Comprehensive Exam questions, however, are program-specific. Candidates must receive a minimum score of 3 on all three questions in order to pass the exam. Sample comprehensive exam questions (Appendix F) and grading rubrics (Appendix G) are enclosed.

⁴ If grades are used as the assessment or included in the assessment, provide information on the criteria for those grades and describe how they align with the specialty standards

⁵ For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included are discrete items. In this case, some of the artifacts included in the portfolio may be considered individual assessments.

Alignment with ACEI Standards

The comprehensive nature of the exam ensures that the assessment of knowledge and skills through the exam is aligned with the ACEI standards. Each of the three questions focuses on key content areas of elementary education including mathematics and science, reading/language arts, social studies, integrated instructional strategies that focus on the multiple intelligences that include health and physical education. Comprehensive exam questions also include elements that incorporate children’s cultural background. The alignment between the Comprehensive Exam questions and ACEI standards is presented in Table 4 below.

Table 7: Alignment between the Comprehensive exam questions and the ACEI standards.

Comprehensive Exam Questions	Aligned with ACEI Standards
Reading and Language Arts	2.1
Mathematics and Science	2.2, 2.3
Social Studies	2.4-2.7

Brief Analysis of Data Findings

In the spring semester of 2007 four program completers took and passed the comprehensive exam. Table 7 below provides a summary of the comprehensive exam results.

Table 8: Summary of Comprehensive Exam results by candidate by question category (N=4). * Exemplary—4 to 5; Proficient—3 to 3.9; Fail—below 3.

Candidate No. Spring 07	Question Category			Candidate Average Score*
	Reading and Language Arts	Mathematics and Science	Social Studies	
1	3.08	3.07	3.1	3.08
2	4.0	4.0	4.0	4.00
3	3.1	3.1	3.0	3.06
4	4.5	3.4	5.0	4.30
5	3.5	3.5	3.6	3.53
6	4.0	4.0	3.6	3.86
7	3.2	3.5	4.0	3.56
8	3.5	3.7	3.5	3.56
9	4.5	4.9	5.0	4.81
Program Average	3.70	3.68	3.86	3.75

As shown in the above table, all nine candidates successfully passed the comprehensive exam. Three candidates (#2, #4, and #9) received overall average scores in the

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exemplary range. The other six candidates received an average score of 3 or higher in the proficient range. The passing rate of this cohort of candidate is 100%.

Interpretation of the How the Data Provides Evidence for Meeting Standards

As stated previously in the description of this assessment, the comprehensive exam is designed primarily to test candidates' ability to synthesize and apply knowledge of theory and practice to the resolution of problem(s) in their areas of specialization; in this case, the field of elementary education. The design of the comprehensive exam reflects the program's commitment to the preparation of professional elementary education teachers under the guidance of the Unit's conceptual framework. Specifically, the comprehensive exam intends to assess candidate's ability to think critically; to analyze and solve problems; to make ethical decisions; to link theory to practice; as well as to demonstrate knowledge, sensitivity and skills in working with diverse populations including children of color and children in urban schools. In other words, the comprehensive exam is a holistic assessment of the program completers' learning outcomes.

Because of the comprehensive nature of the exam questions, and since these questions are aligned with the ACEI standards (see Table 6), the 100% passing rate demonstrates the program effectiveness in meeting the program standards. Individual differences among the candidates' exam results, however, suggest future program improvement such as providing more differentiated teaching, feedback, remediation, and advisement to individual candidates throughout their tenure in the program.

Sample comprehensive exam questions and grading rubrics are attached in Appendices F and G.

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#3 (Required)—PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates can effectively plan classroom-based instruction. ACEI standards that could be addressed in this assessment include but are not limited to 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.4. **Assessments that address Standards 2.1-2.4 are required.** (The assessments that address planning of instruction in the content areas of elementary education may entail multiple attachments; however, they will be considered in their entirety as Assessment #3.) Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans or individualized educational plans.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 3: Integrated Unit Plan

1. General Description of the Assessment

The unit plan is the key assessment of the integrated methods courses. Instructional planning is an integral part of the elementary education program. Prior to their clinical internship, teacher candidates in the elementary education program are required to complete two integrated methods courses—*EDUC282/ Integrated Methods and Technology I: Reading, Social Studies, Language Arts*, and *EDUC283/ Integrated Methods and Technology II: Math & Science*. These courses emphasize an integrated approach to planning and teaching using a variety of instructional methods appropriate for grades pre-K to 6th. Candidates enroll in the integrated method courses simultaneously in the semester prior to student teaching. The coursework for these courses are designed to be integrated, including the unit plan. Candidates are expected to develop a unit plan for each integrated methods course. Each unit plan is to be fully integrated across all subjects (reading, language arts, social studies, mathematics and science, along with the integration of technology, health, and physical education).

The development of a unit plan requires candidates to develop, plan and teach an integrated unit while conducting field work during their methods courses (EDUC 282 EDUC 283). Candidates collaboratively develop lesson /unit plans with course instructor/university supervisors and classroom teachers that meet the developmental needs of students in grades K-6. While implementing the lessons, candidates keep a reflection journal that helps them to reflect as well as focus upon the overall effectiveness and impact of their teaching. The reflection journal is a mechanism for candidates to make improvements in their performance and to provide instructors evidence of candidates' dispositions for working with all children, especially the urban learner. The reflection journal is included as a component of the unit and is assessed using the unit rubric. The unit plan is designed to show candidate's understanding and application of the major concepts and principles of research, learning theories, and child development toward the development of teaching methods and instructional planning skills for the teaching of reading, language arts, social studies, mathematics and science with the integration of technology, health, and physical education.

2. Description of how this assessment aligns with specific standards (For brevity some of the unit criteria have been combined).

Candidates develop and implement an integrated unit based on national and state standards in English language arts/reading, mathematics, science, social studies, and technology. The unit is assessed using a standards based rubric that is aligned to ACEI standards as illustrated in Table 9.

Table 9: Alignment between the unit plan and the ACEI standards.

Unit Criteria	ACEI Standards	Explanation of Components
Unit Context and Overview	1, 2.1-2.7 and 3.1-3.4	Explains the context of the candidate's classroom, school and unit. Focusing upon candidate's knowledge of home, community, school and classroom factors
Alignment to Standards/ Objectives/ Integration	1.0, 2.1-2.7 3.1-3.5, ,	Identifies relevant content standards and aligns to lesson objective, shows integration of content areas
Scope and Sequence: Lesson and Unit Coherence	3.1-3.4	Shows how lessons are organized and flow toward moving students toward achieving objectives
Daily Lesson Plans	3.1-3.5, 2.1-2.7 (depending upon lesson content taught by the candidates)	Variety and Integration of instructional strategies, resources, and assignments, and lesson content
Accurate Content Integration across content	1, 2.1-2.8, 3.1-3.5, 4, 5.2;	Content knowledge is clearly and accurately presented and shows integration
Developmentally Appropriate	1.0, 2.1, 2.7, 3.1, 3.4	Lessons contain activities which are developmentally appropriate for subject and grade level
Use of Technology	3.1-3.5,	Available technology is used to enhance student learning
Differentiation of Instruction	3.1-3.5, 4.0	Instruction is varied to meet the needs of all learners.
Modifications for Special Needs Students	1.0, 3.1, 3.2	Instruction is appropriately modified to meet the needs of all learners

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Professionalism: Credits:	5.1	Professionalism is demonstrated by credit given for ideas or resources of others
Assessment:	4.0	All lessons contain an assessment including pre and post) which is aligned with objective(s) of lesson
Analysis of data	4.0	Includes analysis of data displayed in tables or graphs
Reflection	4.0, 5.1, 5.2	Consists of reflection journal that provides an avenue for professional growth by reflecting upon the impact of student learning

3. Brief analyses of data findings

The unit rubric (Appendix H) is scored as indicator “exceeded, met, partially met, not met.” Section I focuses upon curriculum, planning, and instruction. Section II focuses upon assessment of student learning and reflection. All candidates received cumulative scores in the range of (58-63 Indicator Met) or higher for both unit sections I and II. The average of the scores for the total unit (sections I & II) was 60 (indicator met). For the section II of the unit that addresses candidates’ impact on student learning, candidates received scores in the range of (16-20 Indicator Met) and (20-24 Indicator Exceeded). The average of the scores for section II of the unit was 21. The Unit Rubric Assessment Summary for Elementary Education Candidates shows that candidate’s average scores for each indicator ranged between (3-4 Indicator Exceeded) and (2-2.9 Indicator Met). The unit was scored by the course instructor.

**Table 10. Unit Rubric Assessment Summary for Elementary Education Candidates
Fall 2006-Fall 2007 (N=9)**

Section I Curriculum, Planning, and Instruction		
Indicator Aligned with ACEI Standards	Average Points (N=9)	Rating Category 3-4 Indicator Exceeded 2-2.9 Indicator Met 1-1.9 Indicator Partially Met 1-.9 Indicator Not Met
Knowledge of home, community, school and classroom factors ACEI 3.2, 3.3, 4, 5.1, 5.2,	4	Indicator Exceeded
Alignment with state and national standards , evidence of content integration 1, 2.1-2.8, 3.1-3.5, 4, 5.2	4	Indicator Exceeded
Instruction aligned with objectives 1, 2.1-2.8, 3.1-3.5, 4, 5.2;	4	Indicator Exceeded
Accurate representation of content integration 1., 2.1-2.8, 3.1-3.5, 4, 5.2.1-2.8	4	Indicator Exceeded
Lesson and unit coherence 2.1-2.8, 3.1-3.4	4	Indicator Exceeded
Variety of instructional strategies, resources, and assignments 1.0, 2.1-2.8, 3.1-3.5, 4, 5.1	4	Indicator Exceeded
Developmentally appropriate 1.0, 2.1, 2.7, 3.1, 3.4,	4	Indicator Exceeded
Use of technology 3.1-3.5	3	Indicator Exceeded
Differentiation of instruction 3.1-3.5, 4.0	3.5	Indicator Exceeded
Modifications for special needs students 1.0, 3.1, 3.2, 5.2, 5.3,	3	Indicator Exceeded
Credits and references 5.1	2.9	Indicator Met
Section II Assessment of Student Learning and Reflection		
Indicator	Average Points	Rating Category

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	(N=9)	3-4 Indicator Exceeded 2-2.9 Indicator Met 1-1.9 Indicator Partially Met 1-.9 Indicator Not Met
Formative assessment 4.0.	4	Indicator Exceeded
Pre- and Post-Assessment 4.0	3	Indicator Exceeded
Evidence of student learning 4.0, 5.2	3	Indicator Exceeded
Analysis of data 4.0, 5.1	3	Indicator Exceeded
Implications for future teaching 5.1 5.2 , 5.3, 5.4	3	Indicator Exceeded
Reflective essay 3.5, 4.0 5.1, 5.2 , 5.3, 5.4	4	Indicator Exceeded

4. Interpretation of how data provides evidence for meeting the standards

The data indicates that candidates in the elementary program are proficient in planning, teaching, assessment, and reflection. For example, all candidates received scores either in the indicator exceeded or indicator met in areas of curriculum, planning, and instruction, as well impact on student learning. While still scoring in the indicator exceeded range, candidates consistently scored in the bottom of the range in assessment of student learning. This indicates a need to focus more on helping candidates collect, manipulate, analyze, and interpret data as a regular part of their practice.

#4 (Required)—PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates' knowledge, skills, and dispositions in practice. ACEI standards that could be addressed in this assessment include but are not limited to 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.4. The assessment instrument used in student teaching and the internship should be submitted. ACEI standards that could be addressed in this assessment include but are not limited to 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.4

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment #4 Teacher Candidate Assessment Instrument

1. General Description of the Assessment

Candidates in the Elementary Education Teacher Education Program are required to complete a 12-week clinical internship in the District of Columbia public schools or surrounding school districts. During their internship candidates are evaluated twice by their cooperating teachers and by the university supervisor, for a total of four evaluations throughout the 12 week internship. The first two evaluations are conducted at mid-point of the semester and the last two evaluations are conducted at the conclusion or end-point of the internship. The evaluation instrument used is the Teacher Candidate Assessment Instrument. The construction of the Teacher Candidate Assessment Instrument was guided by the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards and is aligned with the ACEI standards. The instrument assesses each candidate's competency in 10 areas that include knowledge of subject matter, human development and learning, student diversity, instructional strategies, classroom organization and behavior management, communication, instructional planning skills, assessment, professional commitment and responsibility, and family, school and community partnerships. This instrument is used universally by all programs in the Department of Curriculum and Instruction to assess candidates' performance during their internship.

2. Alignment with ACEI Standards

The alignment between the Teacher Candidate Assessment Instrument and the ACEI Standards are presented in Table 11 below.

Table 11: Alignment between the Teacher Candidate Assessment Instrument and the ACEI Standards.

Teacher Candidate Assessment Instrument Items	Aligned with ACEI Standards
1. Knowledge of Subject Matter	1.0, 2.1-2.8, 4.0
2. Human Development and Learning	1.0, 3.1 -3.5,
3. Student Diversity	1.0, 3.2, 3.5, 5.2, 5.3, 5.4
4. Instructional Strategies	3.1-3.5, 4.0
5a. Classroom Organization	3.1-3.5, 5.1, 5.2
5b. Behavior Management	1.0, 3.1-3.5 , 5.2
6. Communication	3.5, 5.3, 5.4
7. Instructional Planning Skills	1. 2.1-2.7, 3.1-3.5, 4.0
8. Assessment	4.0
9. Professional Commitment and Responsibility	5.1, 5.2, 5.3, 5,4
10. Partnerships	5.1, 5.2, 5.3, 5,4

Brief Analysis of Data Findings

As shown in Appendix I, in the Teacher Candidate Assessment Instrument, each of the 10 INTASC standards is further divided into 4 to 10 assessment criteria that evaluate candidate's competency or performance in more details. The assessment instrument uses a 3-point rubric system that evaluates each candidate's level of skill, knowledge, and disposition as a beginning teacher. The rubric consists of indicators "Target (T)," "Acceptable (A)," and "Unacceptable (U)" as well as "Not Observed (N/O)," which indicates that the observer did not have an opportunity to observe a certain performance. Cooperating teachers and university supervisor evaluate each candidate once at the conclusion of the first placement, and once at the conclusion of the clinical internship. Each candidate will receive a total of four evaluations throughout the clinical internship experience.

The mid-term and final grades are determined independently by the cooperating teachers and the university supervisor. Each evaluator calculates the grade by summing up the "T's" and "A's" that a candidate receives after each evaluation. There are a total of 61 criteria in the instrument. If the candidate receives 61-56 "T's" and "A's", a grade A has been achieved for the period being evaluated. Similarly, a grade B is 55-50 points, C is 49-44 points, and a D is 43-38 points. The overall grade for the clinical internship will be determined by averaging the four independent grades.

There were a total of 5 candidates in the Elementary Education program who completed their clinical internship in academic year 2006-2007. Data analyses findings of the Teacher Candidate Assessment Instrument are presented in the tables below. The point system used was: **Point System: A= 61-56, B= 55-50, C= 49-44, D= 43-38.**

Table 12. Total points and final grade received by candidate by evaluators.

Candidate	Mid-term Assessment		Final Assessment		Grand Total Average	Final Grade
	Cooperating Teacher	University Supervisor	Cooperating Teacher	University Supervisor		
1	57	55	60	58	57.5	A
2	52	53	54	5	50.3	B
3	60	54	60	57	57.8	A
4	57	57	59	58	57.7	A
5	55	53	59	57	56.0	A

Table 13 indicates that two of the three candidates received an overall grade A while one candidate received a B for their clinical internship. All three candidates successfully achieved within the “Target” to “Acceptable” range for beginning teachers.

Table 13. Teacher Candidate Assessment summary by INTASC standards. (N=5) assessment per candidate)

INTASC Standard Aligned with ACEI Standards	Candidate with Scores within “Target” to “Acceptable” Range N=5		Points available for each INTASC Standard	Average Points Received for Each Standard N=5	Average Rating Category
	Number	%			
1. Knowledge of Subject Matter 1.0, 2.1-2.8, 4.0	5	100%	16	16	Target
2. Student Development 1.0, 3.1 -3.5,	5	100%	24	24	Target
3. Diverse Learners	5	100%	30	30	Target
4. Instructional Strategies	5	100%	20	20	Target
5A. Classroom Organization	5	100%	16	16	Target
5B. Behavior Management	5	100%	20	19	Target
6. Communication and Technology	5	100%	20	19	Target
7. Instructional Planning Skills	5	100%	20	20	Target
8. Assessment	5	80%	40	38	Acceptable
9. Professional Commitment and Responsibilities	4	100%	20	20	Target
10. Partnerships	4	80%	24	22	Acceptable

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Interpretation of How the Data Provides Evidence for Meeting Standards

The Teacher Candidate Assessment Instrument is aligned with the INTASC standards and the ACEI standards. This close alignment helps demonstrate that candidates are meeting both sets of standards. While the sample size is relatively small (N=5) for this cohort of candidates, analyses of the data did reveal some areas for future program improvement. As shown in Table 13, some candidates were slightly less effective in meeting INTASC standards 8 (Assessment) and 10 (Partnership) than in meeting other standards. More efforts must be put in to modify course content and course work prior and during clinical internship to help strengthen candidates' knowledge, skill, as well as awareness in these two areas.

Currently, the Teacher Candidate Assessment Instrument is under revision to improve its scoring system, which will allow for more detailed data analyses in future.

#5 (Required) – EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidate effects on student learning. ACEI standards that could be addressed in this assessment include but are not limited to 2.1-2.8, and 3.1. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 5: Assessment of Candidate Impact on Student Learning

1. Brief description of the assessment and its use in the program:

As one of the exit requirements, all candidates in the Elementary Teacher Education Program (five-year program as well as two-year Master's program leading to a (M.Ed. degree) must conduct an Action Research project during the last year in their degree program. This project aims to help candidates meet the program, Unit, and ACEI standards. The action research project helps candidates demonstrate their understanding of child development as well as its implications in teaching and learning, instructional strategies, diverse family backgrounds and communities, as well as the demonstration of practical knowledge and skills of educational assessment and evaluation. Furthermore, by conducting an action research, candidates will exercise their abilities to think critically, to analyze and solve problems, to make ethical decisions, to apply knowledge by linking theory to practice, and to show their sensitivity to diverse populations in public schools.

The development of an action research project consists of two critical stages. First, in the semester prior to the clinical internship, candidates construct their action research proposals in EDUC 379 *Research in Curriculum and Teaching* course. Second, the research proposal is carried out in conjunction with candidates' clinical internship in the next semester. Upon the completion of the project, action research findings are presented before candidates' fellow student teachers, faculty members, and cooperating teachers at the end of the candidates' internship. Research reports are graded by faculty members in the program with a rubric system (see Appendix H).

2. Alignment with Specific Standards

The components of the Action Research Projects are aligned with AECI standards. The action research process consists of candidates conducting a needs assessment, identifying a classroom based problem or a question, collecting and analyzing baseline data, identifying an intervention, implementing a classroom intervention; formative data collection, analyses and summative data; interpretations, and implications for future teaching. Projects are evaluated on these dimensions using a 3-point rubric system that consists of indicators including "Exceeded," "Met," and "Needs Work – Resubmit." Typically, the Action Research Project is used as an evidence for meeting INTASC Standard 8: Assessment in candidates' professional portfolios.

While the research questions may vary for each candidate, the essential components of the Action Research Project are generally aligned to AECI standards. Table 15 below demonstrates the alignment between components of Action Research Project and the NAEYC standards.

Table 14: Alignment between the Action Research Project and the AECI Standards.

Components of Action Research Project	Aligned with AECI Standards
Conducting a needs assessment	1.0, 2.1- 2.8, 3.1-3.5, 4.0, 5.1, 5.2, 5.3, 5.4
Identifying a classroom based problem or a question	1.0, 2.1- 2.8, 3.1-3.5, 4.0, 5.1, 5.2, 5.3, 5.4
Collecting and analyzing baseline data	1.0, 2.1, 2.2-2.8, 4.0,
Identifying an intervention	1.0, 3.1, 5.1, 5.2
Implementing a classroom intervention	1.0, 2.1 - 2.8, 3.1 - 3.5, 5.3, 5.4
Formative data collection	4.0
Analyses and summative data	3, 5 4.0, 5.1, 5.2
Interpretation of findings	4.0, 5.1 - 5.4
Implications for future teaching	1.0, 2.1-2.8, 3.1 -3.5, 4.0, 5.1 -5.4

4. Brief Analysis of Data Findings

There were there (5) elementary education program completers in academic year 2006-2007, all of which conducted an action research project. Their research projects were evaluated by faculty member in the department using the rubrics included in Appendix J. Table 15 and Table 16 below present findings of data analyses from Assessment 5.

6. Interpretation of how data provides evidence for meeting the standards

Conducting Action Research Projects provides opportunities for candidates to specifically focus on an instructional or classroom based problem and to develop instructional or curricular interventions. The action research process also allows candidates an opportunity to test those interventions for impact upon student learning. Action Research Projects are also informed by the context of the school, classroom, and community. This promotes a stronger understanding of the importance of collaboration with families, colleagues, and communities which addresses ACEI standard 5.2. The School of Education’s conceptual framework places high value on Candidates understanding and valuing the diversity of beliefs, ideas, and practices and recognizing the importance of how factors outside the classroom impact student lives and learning.

Additional documentation of candidate impact on student learning can be found in Section II of the Integrated Unit Assessment 3. Section II of the unit specifically focuses on candidates’ ability to assess student learning and reflect upon the implications for future teaching and professional development.

Table 15. Number of candidates received ratings under each indicator for each project component. (N=5)

Action Research Project Component (Aligned With NAEYC Standards)	Number of Candidates Received “Indicator Exceeded”	Number of Candidates Received “Indicator Met”	Number of Candidates Received “Indicator Needs Work – Resubmit”
Needs assessment 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 2.8, 5.2, 5.3, 5.4	4	1	0
Identification of a problem or a question 1.0, 2.1- 2.8, 3.1-3.5, 4.0, 5.1, 5.2, 5.3, 5.4	2	3	0
Baseline data analysis 1.0, 2.1- 2.8, 3.1-3.5, 4.0, 5.1, 5.2, 5.3, 5.4	0	5	0
Intervention identification 1.0, 3.1, 5.1, 5.2	3	2	0
Intervention implementation 1.0, 2.1 - 2.8, 3.1 - 3.5, 5.3, 5.4	2	3	0
Formative data collection 4.0	0	5	0
Analysis & Summative data 4.0, 5.1, 5.2	0	5	0
Interpretation 4.0, 5.1 - 5.4	2	3	0
Implications for future teaching 1.0, 2.1-2.8, 3.1 -3.5, 4.0, 5.1 -5.4	5	0	0

#6 (Required):--Additional assessment that addresses ACEI standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 6: Additional Assessment: Portfolio

Brief description of the assessment and its use in the program:

Candidates are required to develop a portfolio that is organized around the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards. The INTASC standards were developed by educators and used to assess the knowledge, skills, and dispositions of our candidates. The portfolio consists of artifacts supported by reflections that documents a candidate’s teaching over a period of time. The documents become evidence that demonstrate a candidate’s progress toward meeting the INTASC standards. Candidates begin the development of the portfolio early in their program and continue until the completion of student teaching. The portfolio is assessed through the use of a standards based rubric (Appendix K) that specifically measure progress toward each INTASC standard. Cooperating teachers, faculty, and university supervisors provide input in both the formative and summative assessment of the portfolio. The portfolio is summatively assessed at the completion of student teaching. Portfolios are evaluated by department faculty and are shared in a culminating activity for faculty, school and community.

2. Alignment with Specific Standards

The portfolio is organized by the 10 INTASC Standards. Table 16 shows how the INTASC standards are aligned with the ACEI standards.

Table 16: Alignment between the INTASC Portfolio Guidelines and Assessment instrument (Appendix K) and the ACEI Standards.

Alignment to ACEI Standards					
INTASC Standards	1.0 Development Learning and Motivation	2.1- 2.7 Curriculum	3.1-3.5 Instruction	4.0 Assessment	5.1-5.2 Professionalism
Content Pedagogy	•	•	•	•	
Student Development	•	•	•		
Diverse Learners		•	•		•
Critical Thinking	•		•	•	
Motivation and Management	•		•		•
Communication and Technology			•		•

Planning	•	•	•	•	
Assessment		•	•	•	
Professional Development	•				•
School / Community Involvement	•	•	•	•	•

3. Brief Analysis of Data Findings

Data from the spring 2007 Internship course (EDUC 296/297) revealed in Table 17 that all candidates scored in the proficient to exemplary range on each INTASC portfolio standard. The spring 2007 Internship course consisted of five candidates in the Elementary Education Teacher program. The portfolio was assessed using a rubric that scored each INTASC standard from exemplary (8-10), to Proficient (4-7), to needs improvement (1-3). Falling within the exemplary range were INTASC standards one, three, four, five, six, seven, nine, and ten. Falling within the proficient range were INTASC standards two and eight. The data demonstrate that our candidates are reflective practioners that understand the central concepts and tools of inquiry. In addition, they possess the ability to plan, teach, and work with diverse learners, as well as fostering relationships with school colleagues, parents, and the community. Our Candidates typically express a strong interest in working with urban students and communities. This is in concert with our conceptual framework and overall mission.

Table 17: Portfolio Summary Assessment

INTASC Standard	Assessment Rating Average for all elementary education candidates Spring 2007 (N =5) in category	Exemplary (8-10) Proficient (4-7) Needs Improvement (1-3)
Content Pedagogy 1	10	Exemplary
Student Development 2	7	Proficient
Diverse Learners 3	10	Exemplary
Multiple Instructional Strategies 4	9	Exemplary
Motivation and Management 5	8	Exemplary
Communication and Technology 6	8	Exemplary
Planning 7	10	Exemplary
Assessment 8	7	Proficient
Reflective Practice Professional Development 9	10	Exemplary
School/Community Involvement 10	8	Exemplary

4. Interpretation of how data provides evidence for meeting the standards

The electronic portfolio serves as a culminating performance assessment that demonstrates the candidate's ability to plan, instruct, assess, reflect, and work with schools communities, and families, and prepare to become a contributing member of the teaching profession. The portfolio captures more than a lesson plan or unit. The portfolio enables our candidates' to document, assess, and reflect upon their growth over time.

#7 (Optional)—Additional assessment that addresses ACEI standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

#8 (Optional)—Additional assessment that addresses ACEI standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

SECTION V—USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE

Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. **This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.**

The elementary education program at Howard University's School of Education is committed to the preparation of highly qualified teacher candidates. With a special focus on the urban learner, the elementary education program seeks to prepare candidates that are not only effective with all children, but are particularly skilled with working with urban students with special needs, urban families, and communities. Howard University is located in the heart of the nation's capital in the District of Columbia. This location provides unique opportunities for practice, clinical field experiences, and enrichment opportunities, such as access to museums, Congress, and urban communities and organizations. While the elementary education program is still a small one, it is growing. The faculty and staff in the Elementary Education program are fully dedicated to

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educating its candidates to become reflective educators, competent researchers, educational leaders, and change agents for the 21st century and beyond. The elementary education program is guided by the mission of the university, the Unit's conceptual framework, the ACEI standards, and other national standards, like the INTASC standards.

Since last NCATE review in 2003, the elementary education program has made several modifications to enhance the rigor of its *program, curriculum, and assessments*. These modifications will be briefly reported in the following section. In addition, the current program review provided yet another opportunity to our faculty for self-study, self-reflection, and self-modification. Based on the analyses of the assessment results presented in the previous sections, we have identified several areas for future and ongoing program improvement.

1. Content Knowledge

The data supports that all candidates in the elementary education program have achieved a proficient level of competency in the area of content knowledge. This conclusion is drawn from the Unit Plan (Assessment 3), the Professional Portfolio (Assessment 6), and the Parent Newsletter Project (Assessment 7). Through these assessments candidates demonstrated their ability to plan and execute lessons that are developmentally appropriate and that incorporate collaboration with families and communities.

One program modification we made since last NCATE review was the admission requirement for the elementary teacher education program. In the past few years, by assessing and analyzing our candidates' performance across the curriculum, we became concerned with the content knowledge of some candidates in the elementary education program. Elementary education curriculum requires teacher candidates to possess a solid knowledge base in all content areas, including the basics such as mathematics, the language arts, reading, and writing. Before the last NCATE review, potential candidates could be enrolled into the program provisionally without having to pass all sections of the Praxis I tests (reading, writing, and math). They were allowed up to one academic year to meet that requirement in order to remain in the program. Since 2004, however, the program ceased this practice. All potential candidates must fulfill all Praxis I requirements in order to be admitted into the program. Since the majority of our candidates are in the five-year program and their formal admission into the teacher education program is in the junior year, several measures have been taken to assist them to meet this requirement. Pre-tests are offered during the sophomore year to assess potential candidates' readiness for the Praxis I tests. Mini-courses and individualized tutoring are made available by the Center for Academic Reinforcement to those who failed the readiness tests. Remediation continues throughout the candidates' course of study in the program to provide support and needed reinforcement so that candidates are confident in their content knowledge base.

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2. Professional and Pedagogical Knowledge, Skill, and Dispositions

The assessments presented in Section IV consistently demonstrated a high level of proficiency that the candidates in elementary education program achieved in the past years. It is especially noticeable that our candidates demonstrated strong competency in pedagogical knowledge and skills across the assessments. However, a closer review and analysis across the assessments have

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helped us identify several areas of professional knowledge that need to be strengthened in our program.

The first area related to the understanding of professional and legal responsibilities. This part of the content knowledge has been embedded in several elementary education courses. In addition to the textbooks, candidates are assigned to read the ACEI /NAEYC position statements, such as the *Code of Ethical Conduct and Statement of Commitment*, *Position Statement on Prevention of Child Abuse*, and *The Conceptual Framework for Professional Development* are among the assigned readings.

In addition to professional and legal responsibilities, our candidates' need to have increased opportunities to demonstrate and strengthened their knowledge of the integration of health and physical education across the curriculum. Although the assessment results did not show a significant discrepancy between this and other areas of professional content knowledge, through the program self-study and breakdown of the data we did recognize that more explicit efforts must be made to help candidates infuse the major concepts in the subject matter of health and physical education. Efforts are currently in place to do this as candidates are required to complete coursework in physical and health education along with the opportunity to demonstrate the infusion of these subjects in the Integrated Methods courses. In addition, a more focused assessment in this area should also be designed and implemented in future to help monitor program improvement in this area.

The third area that needs improvement is candidates' ability to understand and use assessments of student learning to strengthen student learning. Although all program candidates are required to take a 3-credit course Introduction to Assessment and Measurement in Teaching, as well as include assessments in instructional planning, findings of our self-study suggested that candidates need more opportunities to extend their knowledge base of assessment. More specifically candidates need more opportunities to use assessment strategies to determine impact on student learning and then make needed changes in their teaching practice. One program change to help achieving this goal is already in place. Candidates now are required to conduct an action research project. The action research project involves assessing and reflecting upon one's practice to determine areas for improvement, the development of a wide range of assessments such as baseline data collection and analyses, educational intervention, formative data collection and analyses, and implications for future practice. The development of a new and improved rubric to capture the nuances of this data is also being developed.

A fourth area of improvement is the development of an improved assessment instrument to measure candidates' performance in student teaching. While the data indicates that candidates are meeting the standards, a rubric that captures more explicit dimensions of candidates' performance would allow for a more sophisticated analysis of data. This in turn would allow for a better understanding of candidates performance in relation to the standards and more explicit suggestions for improvement.

Program Report Template—ACEI

Department of Curriculum and Instruction
Elementary Education Program
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A fifth area of improvement concerns the use and integration of technology as a means to foster communication and active inquiry. While candidates overall were meeting the standards, the elementary program is transitioning between the use of the traditional portfolio and the electronic portfolio. The electronic portfolio provides more opportunities to use technology to document and communicate progress and growth over time and provides candidates more practice using technology.

Another area of improvement identified was the assessment of professional dispositions. While candidates' professional dispositions are evaluated in elementary education courses as part of the course requirements, we need a more comprehensive measure that reflects a broader range of dispositions that elementary education educators must possess. Currently we are in the process developing assessments that will be used throughout the candidate's program matriculation to further document candidate growth and development in this area.

3. Effects on Student Learning

Candidates' effects on student learning are assessed in several ways as presented in Section IV, including the Unit Plan (Assessment 3), Action Research Project (Assessment 5), and the Professional Portfolio (Assessment 6). In all these assessments candidates must document and reflect upon the impact of their actions (e.g., lesson planning and implementation, or educational intervention) on the students. We consider these measures sufficient to assess our candidates' effects on student learning as beginning teachers. As mentioned in the above, one major program modification having been made since our last NCATE review was to include an action research project into the program exit requirement. This change not only helped candidates to practice their knowledge and skills in the area of developing and implementing educational assessment, but also allowed for candidates to practice documenting student learning and reflect upon their own teaching practice for professional development. We will continue streamlining the action research project to ensure that effect on student learning is explicitly documented throughout the entire process.

5. Future Goals

This report demonstrated the program effectiveness of the Howard University elementary education teacher education program. It also documented several areas for future program improvement. We will continue working on refining individual courses to fully align our program with the ACEI standards. We will continue modifying the key assessments to ensure that every measure of candidate learning outcome as well as program effectiveness is focused, valid, and reliable. We will fully utilize the assessment results to support our continued effort for program improvement. We will also encourage our candidates to use these assessments constructively to enhance their own professional growth and development.

SECTION VI—For Revised Reports Only

Describe what changes or additions have been made in the report to address the standards that were not met in the original submission. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report are available on the NCATE web site at <http://www.ncate.org/institutions/process.asp?ch=4>

ATTACHMENT A Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program: Master of Education		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers⁶
06-07	9	8
05-06	7	4
04-05	11	5

Program: Alternate Route		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
06-07	28	17
05-06	22	12
04-05	19	19

⁶ NCATE uses the Title II definition for *program completers*. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.
Program Report Template—ACEI

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers

**ATTACHMENT B
Faculty Information**

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Highest Degree, Field, & University⁷	Assignment: Indicate the role of the faculty member⁸	Faculty Rank⁹	Tenure Track (Yes/No)	Scholarship,¹⁰ Leadership in Professional Associations, and Service:¹¹ List up to 3 major contributions in the past 3 years¹²	Teaching or other professional experience in P-12 schools¹³
Kenneth Anderson	PhD North Carolina State University Curriculum & Instruction	Faculty	Assistant Professor Program Coordinator, Reading Education	Yes	Anderson, K. A., _____, & _____, (2007). Reading achievement, suspensions, and African American males in middle school. <i>Middle Grades Research Journal</i> , 2(2), 43-63. Anderson, K. A. (2007). Mentoring and standardized achievement of African American males in the elementary and middle grades. <i>Middle Grades Research Journal</i> , 2(1), 49-72.	3.5 Years
Helen Bond	PhD Virginia Polytechnic State	Faculty	Assistant Professor	Yes	Shockley, G. K. & Bond, H. & Rollins, J. (2007). <i>Singing in my own voice: Teachers</i>	3 Years

⁷ e.g., PhD in Curriculum & Instruction, University of Nebraska

⁸ e.g., faculty, clinical supervisor, department chair, administrator

⁹ e.g., professor, associate professor, assistant professor, adjunct professor, instructor, administrator

¹⁰ *Scholarship* is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

¹¹ *Service* includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

¹² e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program

¹³ Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

	Univ; Human Development				<p>journey toward self-knowledge. <i>Journal of Transformative Education</i> (awaiting decision).</p> <p>Bond, H. (2008). The online urban education book club project. <i>The Journal of Urban Learning Technology (JULT)</i>. (in press)</p> <p><u>Book Chapters</u></p> <p>Bond, H. (2007). Diversity initiatives in an online university. in Branche, J., Mullennix, J. and Cohn, E. (Eds.) <i>Diversity Across the Curriculum</i>. Anker Publishing Company (in preparation, expected Spring 2007).</p> <p>Bond, H. (2008). Teaching the Holocaust in the urban classroom. In T. Duboys (Ed.). <i>Pathways to the Holocaust</i>. Rotterdam, Netherlands: Sense Publishers. (in press)</p> <p>Bond, H. (2008). You and I, we must change the world. In Adam Jones (Ed). <i>Evoking genocide</i>. (in press).</p>	
Rosalie Boone	Ed D University of Florida, Special Education	Faculty	Professor	Yes	<p>External Grants 04-05: RESPECT \$799,980.00; EAGLE \$800,000.00; DCAWP \$43,000.00</p> <p>Presentations: Study of Cultural Variables Influencing the Development and Implementation of Self-Determination Skills in Youth with Serious Emotional Disturbances; OSEP Leadership/Research Project Directors' Conference; Washington, DC, 2004</p>	3 years

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					05-06: Pathways to National Board Certification; District of Columbia Public Schools; 6,000Improvement of Teaching 06-07: I, \$45,000, Natl Writing Proj. (DCAWP); Co-Dir., \$799,979, US DOE (<i>RESPECT</i>); PI, \$799,944, US DOE (<i>EAGLE II</i>); Co-PI, \$91,660, DCPS	
Wilma Bonner	PhD George Washington University Educational Administration & Curriculum Development	Faculty	Director of Teacher Education	Yes		
Jacob Collins	Ed D George Washington University Educational Leadership & Technology	Faculty	Associate Professor	No	05-06: AED/BESO II Project in Ethiopia for Technology Support; U.S. Academy for Educational Development; \$13,803; Technology Consulting for Ethiopian Public Education Elementary Schools	14 Years
Gerunda Hughes	PhD Howard University Educational Psychology	Faculty	Associate Professor	Yes	Presentations; 04-05:Curriculum Assessment; AERA; Montreal, CA; 4/12/2005 05-06: Board of Directors for the Howard University Middle School for Mathematics and Science(HUMS2); Board; Serves in the absence of the Chair; Chairs subcommittees; Vice Chair 06-07: Howard University GK-12 Interdisciplinary Science Research	5 Years

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					Experiences for Middle Schools; \$1.7 million	
Marilyn Irving	ED D Texas Southern University Higher Education Administration	Faculty	Associate Professor	Yes	<p>04-05: Curricula/Learning Aids Used by Others: Irving, M. and Austin, W.L. (2004) Toolkit: Project Dish: Diabetes, Stroke and Hypertension. Activities for Middle School Science and Health Teachers on Awareness, Risk and Prevention of Diabetes, Stroke and Hypertension. Grants 04-05: Developing Teacher Leaders 1,155, 543; Science and Mathematics for All \$352,938.00; Increasing Underrepresented Minorities \$210,000.00</p> <p>05-06: Developing Teacher Leaders; NSF; \$1,555,543; Improvement of Teaching; Support for Minority Teacher Professional Development</p> <p>06-07: Ready to Teach; \$2,015, 784 (\$405,000) per year for 5 years; U.S .Department of Education; 2007-2012</p>	14 Years
Winfred Johnson	PhD Michigan State university Special Education – ED/LD Early Childhood Education	Faculty	Associate Professor	Yes	<p>04-05: Presentations: The Route into College” with Mrs. Camille Zeigler; Georgia Assoc. of Special Program Personnel (GASPP); Atlanta, GA; 6/11-13//2004</p> <p>05-06: 1/13/2006; 1/24-28/2006; 2/6-10/2006; 5/25/2006; Presenter/Organizer; SE Association of Education Professionals Personnel; “The Connection between the reauthorization of IDEA, NCLB & INTASC Standards; Birmingham, AL</p>	

September 2005

					06-07: Grant: Passport-to-Work Summer Youth Program; \$250,000;D.C. Department of Employment Services/Office of Youth Programs	
Vinette Jones	PhD University California-Berkley Human Development and Learning	Faculty	Professor	Yes	05-06: Family Life Center; OMH; \$250,000; Academic Support for Students At Risk	8 Years
Wu Fang	PhD University of California-Los Angeles Developmental Studies & Early Childhood Education	Faculty	Assistant Professor	Yes	04-05: Publication: Wu, F., ____, & ____. (2004). It Takes a City to Raise the Children: The 2002 Shouguang City Early Childhood Education Initiative. Contemporary Issues in Early Childhood: Special Edition - Asia Pacific Issues, 5(2). 178-193. <u>Books Under Contract/Published</u> Wu, F. (2005). Teacher to teacher on issues in early childhood education (tentative title) - scheduled to be published in December 2005 by Ning-yi Publishing House in Nanjing, Jiangsu Province, China. Hoover, M.E.R. (2 nd author) (2005) Teaching African American, Learner to Read: Perspective and Practices, International Reading Association. 05-06: Refereed Journal Article; Fang Wu &____; Parenting within Cultural Context: Comparisons between African-American and Asian-American Parents; ERIC 06-07: Fulbright-Hays Group Project Abroad; \$79,308; Fulbright-Hays Group	10 Years

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Rosa Trap-Dail	PhD Educational Psychology/ Early Childhood Education	Department Chair	Associate Professor	Yes	05-06 Series of Workshops on early mathematics for the pre-K-1 grade students and their parents, PI/Co-PI, \$25,000; Field Testing a New and Culturally Appropriate Teacher Training model, the Talent Development Model, American Honda Foundation, \$100,00; Workshop 04-05; Socialization of exceptional preschool and elementary children Kings Kids Child Development	19 total P-12 plus years as owner and/or director of Early Childhood Education Center
Wilma Bonner	Ed. D. Curriculum and Administration George Washington University	Director of Teacher Education/Student Teacher	Director of Teacher Education/Student Teacher	No	Second year of gathering data and collaborating writing book to document stellar contributions of Summer High School in Kansas Cit, Kansas form 1905 – 1978. Serve on the Program Strategy Committee of the Ready Classroom Project to develop an instrument to be used by the community at-large to assess status and appropriateness of classrooms in the District of Columbia Schools in terms of textbooks and instructional materials, technology, presence of highly qualified teachers (NCLB), school climate, etc	Teacher K-8 Ten years; Elementary Principal Two Years; High School Principal Thirteen Years; Central Office Administrator Eight and a half years;

**ADMISSION TO ELEMENTARY EDUCATION
TEACHER CERTIFICATION PROGRAM**

Pre-admission Requirements (Beginning Fall 2007)

1. Students must be enrolled in the College of Arts and Sciences in the approved five-year major areas (Afro-American Studies, English, History, or Mathematics).
2. Students must earn a grade of "B" or better in **ELEM 001 Introduction to Teaching**.
3. Students must take the PRAXIS I: Academic Skills Assessments Examination prior to the beginning of the junior year. (Information about PRAXIS is available in Room 104, School of Education). Students must go to Center for Academic Reinforcement (CAR) in Room 110 of ASB Building for pre-test before they take the Praxis I tests.

Formal Admission Requirements (Third Year)

1. Students will be formally admitted to the teacher certification program by the second semester of the junior year. Application should be made by October 1 of the junior year for December admission. Applications are available in the Office of Teacher Education and office of Department of Curriculum and Instruction, Room 203, ASA Building.
2. Students will be required to write an essay on their reason(s) for wanting to enter the teaching profession. The Department of Curriculum and Instruction will interview the applicants.
3. Students must have a 2.7 grade point average (GPA) for formal admission or 2.5 for provisional admission.
4. Students must have the recommendation of their major department/departmental adviser.
5. Students must meet the requirements for Praxis I examination in order to be admitted into the program. Passing Praxis I scores must be in accordance with the requirement of the state in which each applicant is seeking certificate. Below is the Praxis I passing scores required in the District of Columbia.

Test Format	Scores
Reading (paper & pencil)	172
Writing (paper & pencil)	171
Mathematics (paper & Pencil)	174

Retention in Teacher Education programs

1. Students will be assigned an academic adviser in the School of Arts and Sciences for undergraduate study and an adviser in C&I for graduate study in the fifth year. Students are expected to maintain contact with their advisers.
2. Students must maintain a minimum of 2.7 GPA overall and 3.0 in all professional courses (ELEM, ECED, and EDUC) at both undergraduate and graduate levels.

Admission to Graduate School (Fifth Year)

Admission to the School of Education graduate program (i.e., fifth year of study) requires a formal application through the Office of Graduate Admissions. Minimum GPA requirement for full admission: 2.7. This application process should be implemented in the semester prior to receiving the Bachelor's degree. It will adhere to regular admissions criteria for the School of Education. Further information may be obtained from the Chairman of the Department of Curriculum and Instruction (Room 203, ASA) or from the Director of Teacher Education.

Exit Requirements

- Successful completion of the Expository Writing examination
- Successful completion of graduate comprehensive examination
- Successful completion of PRAXIS II test
- An action research paper
- A professional portfolio

**ADMISSION TO ELEMENTARY EDUCATION
TEACHER CERTIFICATION PROGRAM**

Pre-admission Requirements (Beginning Fall 2007)

4. Students must be enrolled in the College of Arts and Sciences in the approved five-year major areas (Afro-American Studies, English, History, or Mathematics).
5. Students must earn a grade of "B" or better in **ELEM 001 Introduction to Teaching**.
6. Students must take the PRAXIS I: Academic Skills Assessments Examination prior to the beginning of the junior year. (Information about PRAXIS is available in Room 104, School of Education). Students must go to Center for Academic Reinforcement (CAR) in Room 110 of ASB Building for pre-test before they take the Praxis I tests.

Formal Admission Requirements (Third Year)

6. Students will be formally admitted to the teacher certification program by the second semester of the junior year. Application should be made by October 1 of the junior year for December admission. Applications are available in the Office of Teacher Education and office of Department of Curriculum and Instruction, Room 203, ASA Building.
7. Students will be required to write an essay on their reason(s) for wanting to enter the teaching profession. The Department of Curriculum and Instruction will interview the applicants.
8. Students must have a 2.7 grade point average (GPA) for formal admission or 2.5 for provisional admission.
9. Students must have the recommendation of their major department/departmental adviser.
10. Students must meet the requirements for Praxis I examination in order to be admitted into the program. Passing Praxis I scores must be in accordance with the requirement of the state in which each applicant is seeking certificate. Below is the Praxis I passing scores required in the District of Columbia.

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Exit Requirements

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**ADMISSION TO ELEMNTARY EDUCATION
TEACHER CERTIFICATION PROGRAM**

Pre-admission Requirements (Beginning Fall 2007)

7. Students must be enrolled in the College of Arts and Sciences in the approved five-year major areas (Afro-American Studies, English, History, or Mathematics).
8. Students must earn a grade of "B" or better in **ELEM 001 Introduction to Teaching**.
9. Students must take the PRAXIS I: Academic Skills Assessments Examination prior to the beginning of the junior year. (Information about PRAXIS is available in Room 104, School of Education). Students must go to Center for Academic Reinforcement (CAR) in Room 110 of ASB Building for pre-test before they take the Praxis I tests.

Formal Admission Requirements (Third Year)

11. Students will be formally admitted to the teacher certification program by the second semester of the junior year. Application should be made by October 1 of the junior year for December admission. Applications are available in the Office of Teacher Education and office of Department of Curriculum and Instruction, Room 203, ASA Building.
12. Students will be required to write an essay on their reason(s) for wanting to enter the teaching profession. The Department of Curriculum and Instruction will interview the applicants.
13. Students must have a 2.7 grade point average (GPA) for formal admission or 2.5 for provisional admission.
14. Students must have the recommendation of their major department/departamental adviser.
15. Students must meet the requirements for Praxis I examination in order to be admitted into the program. Passing Praxis I scores must be in accordance with the requirement of the state in which each applicant is seeking certificate. Below is the Praxis I passing scores required in the District of Columbia.

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Retention in Teacher Education programs

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Exit Requirements

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- Successful completion of graduate comprehensive examination
- Successful completion of PRAXIS II test
- An action research paper
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**ADMISSION TO ELEMNTARY EDUCATION
TEACHER CERTIFICATION PROGRAM**

Pre-admission Requirements (Beginning Fall 2007)

10. Students must be enrolled in the College of Arts and Sciences in the approved five-year major areas (Afro-American Studies, English, History, or Mathematics).
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Formal Admission Requirements (Third Year)

16. Students will be formally admitted to the teacher certification program by the second semester of the junior year. Application should be made by October 1 of the junior year for December admission. Applications are available in the Office of Teacher Education and office of Department of Curriculum and Instruction, Room 203, ASA Building.
17. Students will be required to write an essay on their reason(s) for wanting to enter the teaching profession. The Department of Curriculum and Instruction will interview the applicants.
18. Students must have a 2.7 grade point average (GPA) for formal admission or 2.5 for provisional admission.
19. Students must have the recommendation of their major department/departmental adviser.
20. Students must meet the requirements for Praxis I examination in order to be admitted into the program. Passing Praxis I scores must be in accordance with the requirement of the state in which each applicant is seeking certificate. Below is the Praxis I passing scores required in the District of Columbia.

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Retention in Teacher Education programs

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Admission to Graduate School (Fifth Year)

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Exit Requirements

- Successful completion of the Expository Writing examination
- Successful completion of graduate comprehensive examination
- Successful completion of PRAXIS II test
- An action research paper
- A professional portfolio

APPENDIX E

**DEPARTMENT OF CURRICULUM AND INSTRUCTION
ELEMENTARY EDUCATION PROGRAMS
Master of Education (M.Ed.) (36 credit hours)**

PURPOSE

The Elementary Masters of Education is designed to develop professional expertise leading to initial certification for grades one through six. The program is especially constructed for students without previous practical experiences in teaching. The course of study enables the student to acquire skills in human development and learning, instructional strategies, curriculum development, research and assessment, and how to collaborate and foster relationships with schools, communities, and families.

TIME INVESTMENT

Completion of the *Master of Education (M.Ed)* degree requires approximately two years of full-time study. Required School of Education courses are available primarily during the afternoon and the early evening. Required field-based courses, however are offered during the day in order to provide the maximum amount of clinical experiences in schools and centers.

COURSE WORK

Foundations	6 hours
Research and Statistics	6 hours
Area of Specialization(Required Courses)	24 hours
<i>TOTAL</i>	36 hours

ADMISSION REQUIREMENTS

- Minimum undergraduate cumulative GPA of 2.7 on a 4.0 scale
- Accurate and complete graduate program application that consists of the following items
 - Autobiographical sketch
 - Statement of intent (300 words minimum)
 - Official transcripts of all college/university courses completed
 - Three letters of recommendation
 - Passing Praxis I test scores (District of Columbia requirements)

FOR FURTHER INFORMATION

Contact:

Elementary Education Coordinator
Department of Curriculum and Instruction
School of Education
Howard University
2441 4th Street, N.W.
Washington, DC 20059

**DEPARTMENT OF CURRICULUM AND INSTRUCTION
ELEMENTARY EDUCATION PROGRAMS
Master of Education (M.Ed.) (36 credit hours)**

FOUNDATIONS (6 semester hours required. Select one course from each area)

Psychological Foundations

HUDE 201 Human Development (3)

Sociological Foundations

EDUC 367 Diversity in Teacher Education or Multicultural Education (3)

RESEARCH SKILLS (6 semester hours required.)

HUDE 205 Introduction to Statistics (3)

EDUC 379 Research in Curriculum and Instruction (3)

AREA OF SPECIALIZATION (24 semester hours required.)

EDUC 289 Introduction to Teacher Education

EDUC 282 Integrated Methods and Technology I: w/Field Experience
(Reading, Social Studies, Language Arts) (3)

EDUC 283 Integrated Methods and Technology II: w/Field Experience
(Math & Science) (3)

EDUC 296/297 Internship and Classroom Management (6)

EDUC 272 Language and Literacy (3)

EDUC 224 Introduction to Assessment and Measurement in Teaching (3)

EDUC 260 Introduction to Special Education

EXIT REQUIREMENTS

- Successful completion of the Expository Writing examination
- Successful completion of graduate comprehensive examination
- Successful completion of PRAXIS II tests as required by the program
- An action research paper
- A professional portfolio

Appendix F

**Comprehensive Examination
Elementary Education
Spring 2007**

Directions: Answer Questions 1 and 2, and 3.

Question 1

You are preparing to take your class of 25 students on a field trip. As part of that preparation you must present a thematic unit lesson plan to the principal before you can go. The unit lesson must integrate reading, language arts, social studies, and technology. In addition, you are encouraged to plan activities that will include mathematics, science, and either art or music, and that foster comprehension, enhance literacy skills, build understanding among cultural groups, - and appeal to diverse learning styles.

You may select the grade level of your choice and choose from among the following themes:

- Museum of American History: Home and Community Life
- Air and Space Museum: Exploring the Planets
- National Zoological Park: Endangered Species and the Environment
- Museum of African Art: Visual Imagery and Cultural Heritage
- A Trip to Discovery Theater

Your task is to:

- (a) Develop a sample lesson plan that prepares the students for the field trip;
- (b) Describe at least one (1) activity for the students to engage in during the actual trip and provide a rationale for the activity;
- (c) Develop a brief follow-up lesson after the trip is completed (include sample questions that you are likely to ask about the field trip);
- (d) Describe briefly how the field trip will help students gain an understanding and appreciation of other cultures;
- (e) Explain how you plan to involve parents/guardians.

Question 2

Shortly after graduating from the School of Education at Inn Ovation University (IOU), you accept a teaching position at traditional Elementary School. Four weeks after the school year begins, the principal calls you into her office to tell you that the teacher's lounge is buzzing about the very interesting things you are doing in your classroom. For example you are (a) teaching mathematics and science everyday to all children, (b) integrating mathematics and science with other subjects, (c) using various types of technology in the teaching and learning process, and (d) using a variety of assessment techniques to guide your instruction and to evaluate student progress and achievement. She asks you to prepare a presentation for the

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upcoming in-service professional development workshop. Of course, you want to be thoroughly prepared.

Your task is to:

- (a) Describe the contemporary learning theory that guides your approach to teaching, and state why it is appropriate for the context and community in which you work.
- (b) Develop an inquiry-based integrated mathematics and science lesson for a class of 16 elementary school children who attend an urban school where 95% of all the children in the school are eligible for free or reduced price lunch. In addition, 4 of the children in the class speak English as a second language, and 2 other children have a learning disability. You may use any recognized lesson plan you prefer (e.g. 5 E's, Madeline Hunter, Standards-Based Format, etc.).

Be sure to include the following information:

- Topic or Theme of the Lesson
- Grade Level
- Objective(s)
- Content Standard(s)
- Instructional Format (whole class, small group, etc.)
- Assessment Techniques
- Technology
- Provisions for Students With Special Needs

Question 3

You are a new third grade teacher at Tubman Middle School which is located in the heart of a very culturally diverse urban community called "Columbia Heights." There are 16 students in your class, 5 of whom speak English as a second language. Your principal would like to observe you teaching a reading lesson to your class. You must decide which approach to reading instruction you will use in your lesson.

Your task is to:

- (a) Describe two (2) major approaches to reading instruction.
- (b) Identify the strengths and weaknesses of each approach.
- (c) Identify the approach you will use for this lesson and explain why you prefer to use this approach.
- (d) Describe how you would integrate social studies into your preferred approach.

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- (e) Describe how you would use the Directed Reading Activity (DRA) with your preferred approach.

Program Report Template—ACEI

Department of Curriculum and Instruction
Elementary Education Program
January 2008

APPENDIX G Assessment 2 COMPREHENSIVE EXAM RUBRIC

Criteria (with Weight)	Excellent -5 (Broad wealth of knowledge, excellently presented)	Good-4 (Accurate, general knowledge, well presented)	Fair-3 (Moderate knowledge, adequately expressed)	Poor -2 (Limited conceptual understanding, inadequately expressed)	Unacceptable-1 (Lack of conceptual understanding, poor presentation)
Relevance of Information Presented (2)	Response is clear, focused, and entirely relevant to the question.	Response is clear and relevant to the question. (non-essential)	Response is comprehensible and sufficiently pertinent to the question to reveal basic knowledge of key concepts, theories, and information.	Response includes limited and marginal information or misapplies important facts, concepts, or principles.	Response includes irrelevant or inaccurate information or misapplies important facts, concepts, or principles.
Understanding and Application (3)	Response is insightful and provides relevant information beyond what is asked for (e.g., extensions, generalizations).	Response indicates good grasp of key concepts, theories, and information.	Response, although adequate, displays no great depth or insight.	Response demonstrates questionable understanding of key concepts, terms, and theories.	Response indicates limited knowledge base or misunderstanding of the question.
Structure and Supporting Examples (2)	Response presents ideas in coherent, logical order with clear transitions between ideas and multiple examples that provide convincing support for these ideas/arguments.	Response effectively develops ideas, contains no major gaps, and includes enough detail to provide adequate support for ideas.	Response contains limited detail or few examples that provide convincing support for ideas/arguments made.	Response is weak in logic, coherence, and provision of supporting examples.	Response includes ramblings, in accurate facts or information, and poor, if any, examples.
Referencing (1)	Response includes 5 or more different citations from current research or educational literature.	Response includes 4 different citations from current research or educational literature.	Response includes at least 3 different citations from current research or educational literature.	Response contains no more than 2 different citations from current research or educational literature.	Response contains no more than 1 citation from current research or educational literature.
Writing (2)	Response meticulously observes rules of grammar, organization, and writing mechanics.	Response is basically well written; however, an occasional error of grammar and writing mechanics may be present.	Response meets minimal standards with regard to writing organization, clarity, grammar, and mechanics.	Response contains poor, unorganized writing.	Response is so problematic with regard to writing organization, grammar and mechanics that is virtually incomprehensible.

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Total Question Score¹⁴: _____ **Reader Signature** _____ **Date** _____

Comments: (Please use reverse side of this sheet to write comments.)

¹⁴ Steps to calculate total question score: 1) multiply each scale score by its criterion weight; 2) add 5 weighted scores; 3) divide the sum by 10.
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APPENDIX H

INTEGRATED UNIT RUBRIC for INTEGRATED METHODS I & II
Section I
Curriculum, Planning, and Instruction

Name: _____

Program: _____

Course: _____

Date: _____

Indicator (ACEI Standard #)	Indicator Exceeded (4)	Indicator Met (3)	Indicator Partially Met (2)	Indicator Not Met (1)	Points
Knowledge of home, community, school and classroom factors (ACEI 3.2, 3.3, 4, 5.1, 5.2)	Thorough understanding of the characteristics of the school, home, classroom, and community factors and how these characteristics impact students' learning	Good understanding of the home, school, classroom, and community factors and how these characteristics impact students' learning	Some understanding of the school, school system classroom, and community factors	Insufficient understanding of the school, school system classroom, and community	
Alignment with state and national standards (ACEI 1, 2.1-2.7)	All objectives are aligned with state and national standards Standards, lesson objectives, and assessments are clearly aligned and linked to specific performances, products, and outcomes	Most objectives are aligned with state and national standards Each lesson plan has clearly written standards, lesson objectives, and assessments that are aligned with instruction and learning activities	Some objectives are aligned with state and national standards Some standards and lesson objectives are in need of development and clearer alignment with each other	Few objectives are aligned with state and national standards Standards and lesson objectives are either missing, unclear, and disconnected from each other	
Instruction aligned with objectives	All lessons, activities, and assignments are linked to	Most lessons, activities, and assignments are linked	Some lessons, activities, and assignments are	Few lessons, activities, and assignments are	

Indicator (ACEI Standard #)	Indicator Exceeded (4)	Indicator Met (3)	Indicator Partially Met (2)	Indicator Not Met (1)	Points
(ACEI 1, 2.1-2.8, 3.1-3.5, 4, 5.2)	objectives	to objectives	linked to objectives	linked to objectives	
Accurate representation of content (ACEI 1, 2.1-2.8, 3.1-3.5, 4, 5.2.1-2.8)	All content knowledge is clearly and accurately presented; knowledge goes beyond what is presented in the textbook and reflects the major ideas of the discipline	Most content knowledge is clearly and accurately presented; knowledge goes beyond what is presented in the textbook and reflects the major ideas of the discipline	Some content knowledge is presented; knowledge occasionally goes beyond what is presented in the textbook, and reflects the ideas of the discipline.	Little content knowledge is presented; knowledge does not go beyond what is presented in the textbook.	
Lesson and unit coherence (ACEI 2.1-2.8, 3.1-3.4)	All lessons are logically organized and move students toward achieving objectives; opportunities for practice and review are included	Most lessons are logically organized and move students toward achieving objectives; opportunities for practice and review are included	Some lessons are logically organized and move students toward achieving objectives; some opportunities for practice and review are included	Lessons are not logically organized and do not move students toward achieving objectives; opportunities for practice and review are few or not included	
Variety and Integration of instructional strategies, resources, and assignments (ACEI 1.0, 2.1-2.8, 3.1-3.5, 4, 5.1)	Uses a variety of instructional strategies, resources, and assignments; whole group, small group, & individual instruction utilized Clear integration of content is evident	Uses some variety of instructional strategies, resources, and assignments; whole group, small group, & individual instruction utilized Some integration of content is evident	Uses little variety of instructional strategies, resources, and assignments; little variation from whole group instruction Little integration of content is evident	No variety in instructional strategies, resources, and assignments; relies heavily on textbook and whole group instruction No integration of content is evident	
Developmentally appropriate (ACEI 1.0, 2.1, 2.7, 3.1, 3.4)	All lessons contain activities which are developmentally	Most lessons contain activities which are developmentally	Some lessons contain activities which are developmentally	Lessons are not developmentally appropriate for subject	

Indicator (ACEI Standard #)	Indicator Exceeded (4)	Indicator Met (3)	Indicator Partially Met (2)	Indicator Not Met (1)	Points
	appropriate for subject and grade level and have been designed with reference to contextual factors and pre-assessment	appropriate for subject and grade level and have been designed with reference to contextual factors and pre-assessment	appropriate for subject and grade level and some have been designed with reference to contextual factors and pre-assessment	and grade level and have not been designed with reference to contextual factors and pre-assessment	
Use of technology (ACEI 3.1-3.5)	Available technology is used appropriately and supports the objectives, engages learners, & encourages higher order thinking	Available technology is used appropriately and somewhat supports the objectives, engages learners, & encourages higher order thinking	Available technology is used but does little to support the objectives, engage learners, & encourage higher order thinking	Available technology is not used or is used inappropriately	
Differentiation of instruction (ACEI 3.1-3.5, 4.0)	Instruction is differentiated in three or more lessons to meet the needs of all students	Instruction is differentiated in two lessons to meet the needs of all students	Instruction is differentiated in one lesson to meet the needs of all students	There is no differentiation of instruction	
Modifications for special needs students (ACEI 1.0, 3.1, 3.2)	Listed for each lesson & are related to specific special needs (i.e. gifted, LD, ADHD, ESL)	Listed for some lessons & are related to specific special needs (i.e. gifted, LD, ADHD, ESL)	Listed for few lessons & some are related to specific special needs (i.e. gifted, LD, ADHD, ESL)	Not listed or few listed but are not related to specific special needs (i.e. gifted, LD, ADHD, ESL)	
Credits and references (ACEI 5.1)	Credit is given for all ideas or resources of others and are included in correct APA format	Some credit is given for ideas or resources of others and are included in correct APA format	Little credit is given for ideas or resources of others and/or few are included in correct APA format	Ideas for redesigning unit objectives, instruction, and assessment are not given	

Curriculum, Planning, and Instruction Total Points /44

Subsection Score _____

**Section II Rubric
Assessment of Student Learning and Reflection**

Indicator (ACEI Standard #)	Indicator Exceeded (4)	Indicator Met (3)	Indicator Partially Met (2)	Indicator Not Met (1)	Points
Formative assessment (ACEI 4.0)	All lessons contain an assessment which is aligned with objective(s) of lesson	Most lessons contain an assessment which is aligned with objective(s) of lesson	Few lessons contain an assessment which is aligned with objective(s) of lesson or lessons include an assessment which is not aligned with objective(s) of lesson	Lessons do not contain an assessment or no assessments are aligned with objectives	
Pre- and Post-Assessment (ACEI 4.0)	re- and Post-assessments are included, appropriate, and assess all objectives	Pre- and Post-assessments are included, appropriate, and assess most objectives	Pre- and Post-assessments are included, are somewhat appropriate, and assess some objectives	Pre- and Post-assessments are not included, or are not appropriate and do not assess objectives	
Evidence of student learning (ACEI 4.0, 5.2)	Analysis of pre- and post-assessments includes evidence of the impact on student learning for the class for each objective and conclusions have been drawn	Analysis of pre- and post-assessments includes some evidence of the impact on student learning for the class for each objective and some conclusions have been drawn	Analysis of pre- and post-assessments includes little evidence of the impact on student learning for the class for each objective and few conclusions have been drawn	Analysis of pre- and post-assessments includes little evidence of the impact on student learning for the class for each objective and few conclusions have been drawn	
Analysis of data (ACEI 4.0)	Analysis is accurate, meaningful, and displayed in tables or graphs which are	Analysis is mostly accurate, meaningful, and displayed in tables or	Analysis is somewhat accurate, meaningful, and some data is displayed in	Analysis is not accurate or meaningful and/or is not displayed in tables	

Indicator (ACEI Standard #)	Indicator Exceeded (4)	Indicator Met (3)	Indicator Partially Met (2)	Indicator Not Met (1)	Points
	easy to understand	graphs which are easy to understand	tables or graphs which are somewhat understandable	or graphs which are easy to understand	
Implications for future teaching (ACEI 5.1 5.2 , 5.3, 5.4))	Many ideas for redesigning unit objectives, instruction, and assessment are given; rationale for why these modifications would improve student learning are included	Some ideas for redesigning unit objectives, instruction, and assessment are given; rationale for why these modifications would improve student learning are included	Few ideas for redesigning unit objectives, instruction, and assessment are given; no rationale for why these modifications would improve student learning is included	Few ideas for redesigning unit objectives, instruction, and assessment are given; no rationale for why these modifications would improve student learning is included	
Reflective essay (ACEI 3.5, 4.0 5.1, 5.2 , 5.3, 5.4)	Reflective essay clearly articulates, and reflects upon the impact of student learning at every phase of unit implementation (before, during, and after instruction).	Reflective essay reflects upon the impact of student learning on all phases of unit implementation.	Reflective essay describes the impact on student learning on one or two phases of unit implementation.	Essay is unclear and does not articulate the impact of instruction on student learning on any phases of implementation.	

Assessment of Student Learning and Reflection Total Points /24

Subsection Score _____
 20-24 Indicator Exceeded Met
 16-20 Indicator Met
 12-16 Indicator Partially Met
 12-below Not Met

Unit Total Points: 68

TOTAL SCORE _____
 63-68 Indicator Exceeded Met
 58-63 Indicator Met
 53-58 Indicator Partially Met
 53-below Indicator Not Met

APPENDIX I. Teacher Candidate Assessment Instrument (Insert document here)

**Howard University
School of Education
Department of Curriculum and Instruction**

**TEACHER CANDIDATE ASSESSMENT INSTRUMENT
(ELEMNTARY EDUCATION PROGRAM)**

Student: _____ Student No.: _____ Semester/Year: _____

School System _____ Name of School: _____

Location: _____

School Phone: _____ Grade / Subject: _____

School Environment-
Type of Community:
Organization:

(Circle all the appropriate descriptors)

Urban Inner-city City Suburban Rural
Self-contained Team Open Concept
Departmentalized Other

Rubric

Target

Level of the skill, knowledge, or disposition is equivalent to that of an exceptionally effective beginning teacher

Acceptable

Level of the skill, knowledge, or disposition is at least equivalent to that of a minimally successful beginning teacher

Unacceptable

Level of the skill, knowledge, or disposition observed was not acceptable for a beginning teacher.

Not Observed (N/O)

The skill, knowledge or disposition was not observed.

INTASC #1: Knowledge of Subject Matter	T	A	U	N/O
Demonstrates proficient knowledge of subject matter				
Encourages students to observe, question, and interpret ideas from diverse perspectives				
Incorporates interdisciplinary strategies that allows students to integrate knowledge and skills				
Demonstrates enthusiasm for subject matter				

INTASC #2: Human Development and Learning	T	A	U	N/O
Plans developmentally appropriate learning, including physical, cognitive, social, emotional, language, and aesthetic domains, play and activity				
Fosters social and personal growth of students				
Incorporates students' prior knowledge and experiences				
Develops students' metacognition and reflective thinking				
Conveys high expectations for learning and achievement				
Demonstrates skills needed to create, promote, and maintain a learning environment that is healthy and safe				

INTASC #3: Student Diversity	T	A	U	N/O
Constructs lessons to individual learning abilities and needs				
Demonstrates a personal awareness of the nature and totality of diversity				
Promoting students' awareness and respect for diversity				
Utilizes supplemental material and outside resources to provide maximal learning for all students				

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Connects instruction to students' prior knowledge and experiences				
Demonstrates knowledge and skills in creating a learning environment that is respectful of differences in children's culture, language, family context, abilities or disabilities, and communities				

INTASC #4: Instructional Strategies	T	A	U	N/O
Utilizes different roles in teaching (instructor, facilitator, coach, audience)				
Integrates media and technological resources in teaching				
Reorganizes teaching strategies in response to student performance and feedback				
Arranges learning activities that engage students in critical thinking and problem solving				
Utilizes multiple (at least five) different instructional strategies, including learning centers				

INTASC #5A: Classroom Organization	T	A	U	N/O
Manages learning time and materials efficiently				
Explains routines, directions and procedures clearly; checks for understanding				
Appropriately paces lessons, allowing time for reflection and closure				
Manages duties efficiently with students assuming appropriate responsibility				

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Department of Curriculum and Instruction
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INTASC #5B: Behavior Management	T	A	U	N/O
Creates a positive classroom climate of openness, mutual respect, support and inquiry				
Is consistently alert to student behavior				
Provides students with a clear understanding of standards of conduct for various situations				
Remains fair, firm and consistent and shows a caring attitude toward all students				
Uses positive reinforcement, re-direction, and behavior prompts leading to student self-discipline				

INTASC #6: Communication	T	A	U	N/O
Uses appropriate and standard spoken and written language				
Uses levels of questioning to stimulate discussion in different ways for different purposes				
Supports student expression in listening, speaking, and writing				
Demonstrates a sensitivity to linguistics differences				
Uses a variety of media communication tools, including audio-visual aids and computers for instruction and enrichment				

INTASC #7: Instructional Planning Skills	T	A	U	N/O
Constructs lessons that meet curriculum goals and individual student needs				
Shows evidence of daily, unit and term instructional plans				
Writes unit plans that follow state and district guidelines				
Utilizes plans that meet student needs and motivate learning, including IEP				
Records detailed lesson plans in a plan book				

INTASC #8: Assessment	T	A	U	N/O
Uses both informal and formal assessment techniques to evaluate students' progress and achievement				
Communicates effectively assessment results with students and their parents or guardian(s)				
Uses assessment results to adjust plans for individuals, small groups and the whole class				
Involves students in self-assessment activities for personal goal setting				
Maintains useful records of student performance				
Demonstrates knowledge of test interpretation for diagnostic and prescriptive purposes				
Demonstrates knowledge of the principle of test construction				
Uses multiple forms of assessment, especially systematic observation				
Aligns instruction and assessment				
Demonstrates knowledge and understanding about the influence of development, culture, and language on the assessment process (i.e., design, administration, scoring, interpretation, and use of results)				
INTASC #9: Professional Commitment and Responsibility				
Uses reflection, self-assessment and learning to evaluate the outcomes of teaching				
Actively seeks feedback from colleagues and builds on suggestions				
Develops positive rapport with faculty and staff members				
Demonstrates professionalism in appearance, manners, dependability, attendance and punctuality				
Participates in professional growth opportunities and joins professional organizations				

INTASC #10: Partnerships	T	A	U	N/O
Communicates with families				
Seeks to develop cooperative, reciprocal family partnerships in support of student learning				
Participates in school/district events				
Seeks to involve families and community agencies in support of student development and learning				
Seeks to engage in collaborative school-based activities with colleagues				
Demonstrate knowledge and understanding of family and community characteristics				

To calculate letter grades:

1. Add the number of checks in the first two columns (Target and Acceptable).
2. Use the point system to assign a letter grade.
3. Circle the appropriate letter grade for mid-term and final assessments.

• **Point System:**

A= 61-56

B= 55-50

C= 49-44

D= 43-38

Mid-Term Assessment (circle one) A B C D F

Cooperating Teacher (print)	Signature	Date
Student Teacher / Intern (print)	Signature	Date
University Supervisor (print)	Signature	Date

Final Assessment (circle one) A B C D F

Cooperating Teacher (print)	Signature	Date
Student Teacher / Intern (print)	Signature	Date
University Supervisor (print)	Signature	Date

APPENDIX J

Action Research Project Evaluation Rubrics

Action Research Component (ACEI Standards)	Indicator: Exceeded (3)	Indicator: Met (2)	Indicator: Needs Work Resubmit (1)	Score
Needs assessment ACEI 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 2.8, 5.2, 5.3, 5.4	a. Needs assessment results in specific identification of key learning need(s) of K-12 students. b. Needs assessment is clearly informed by the context of the school, community, and families.	a. Needs assessment results in identification of learning need(s) of K-12 students. b. Needs assessment is somewhat informed by the context of the school, community, and families.	Needs assessment is poorly done and does not result in the identification of learning needs or goals.	
Identification of a problem or a question 1.0, 2.1- 2.8, 3.1- 3.5, 4.0, 5.1, 5.2, 5.3, 5.4	Question is concisely & clearly stated, answerable, and is explicitly based and aligned with needs assessment as well as explicitly informed by research based best practices.	Question is stated, and is answerable and is related to needs assessments. It is informed by research based best practices.	Question is unclear, poorly stated and at this point unanswerable.	
Baseline data analysis 1.0, 2.1, 2.2-2.8, 4.0,	a. Three or more data sources relevant to context and question are used b. Should include both quantitative & qualitative data.	a. Two- three data sources relevant to context and question are used. b. Includes both quantitative & qualitative data	a. One or fewer data sources are used. b. Includes only quantitative or qualitative data	
Identifying an intervention 1.0, 3.1, 5.1, 5.2	a. Literature review consists of 10 or more sources of high quality current research (theory and practice) b. Sources are highly appropriate to both context & question. c. Literature review supports a clearly defined intervention.	a. Literature review consists of 5-9 sources of quality current research (theory and practice) b. Sources are highly appropriate to both context & question. c. Literature review supports intervention.	a. Literature review consists of 5 or less sources of research that are uneven in quality b. Sources are not appropriate to context & question. c. Literature review does not clearly support intervention.	
Intervention implementation 1.0, 2.1 - 2.8, 3.1 - 3.5, 5.3, 5.4	a. Intervention integrated into detailed, thorough lesson plan(s) (using an approved template) or lesson description(s). b. Highly proficient implementation of	a. Intervention integrated in good lesson plan(s) or description(s). b. Good quality, accurate implementation of intervention	a. Intervention is not integrated into a quality lesson plan(s) b. Implementation is of poor quality	

Action Research Component (AECI Standards)	Indicator: Exceeded (3)	Indicator: Met (2)	Indicator: Needs Work Resubmit (1)	Score
	intervention is evident.			
Formative data collection 4.0	Purposeful, regular, appropriate collection of formative data during instruction to track results of implementation.	Purposeful, periodic, appropriate collection of formative data.	Collection of data is either chaotic, random, or unorganized resulting in little data collected or non-useful data collected	
Analysis & Summative data 4.0, 5.1, 5.2	a. Parallels baseline data collection. Data are disaggregated thoroughly & appropriately. b. Analysis of data is sophisticated & appropriate.	a. Close match to baseline data collection. b. Some disaggregation. c. A sound analysis.	a. No match to baseline data collection. b. Little or no disaggregation. c. Unsound or no analysis	
Interpretation 4.0, 5.1 - 5.4	Insightful, thorough interpretation addresses main elements of data analysis, both aggregated & disaggregated.	b. Interpretation is sound, addresses main features of data analysis.	c. Interpretation is unclear and addresses few features of data analysis.	
Implications for future teaching 1.0, 2.1-2.8, 3.1 -3.5, 4.0, 5.1 -5.4	a. Many ideas for redesigning unit objectives, instruction, and assessment are given. b. Rationale for why these modifications would improve student learning are included.	a. Some ideas for redesigning unit objectives, instruction, and assessment are given. b. Rationale for why these modifications would improve student learning are included.	a. Few ideas for redesigning unit objectives, instruction, and assessment are given. b. No rationale for why these modifications would improve student learning is included	

APPENIDIX K

School of Education
 Department of Curriculum and Instruction

INTASC STANDARDS PORTFOLIO GUIDELINES AND ASSESSMENT

Directions: To be completed upon final assessment of teaching portfolio. This instrument is designed to record summative results of evaluation of the teaching portfolio. Indicate the level to which the student teacher has demonstrated the following competencies.

Name of Teacher Candidate: _____ Semester: _____

Name of University Supervisor: _____ Date: _____

INTASC Standard 1	Criteria Portfolio artifacts demonstrate:	Needs Improvement 1 - 3	Proficient 4 - 7	Exemplary 8 - 10	Score
	Content Pedagogy —The Teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students	Artifacts show minimal understanding of content appropriate to teaching specialty. Artifacts demonstrate few applications of the content he or she teaches.	Artifacts show understanding of content appropriate to teaching specialty. Artifacts demonstrate multiple applications of the content taught.	Artifacts show depth of understanding of content appropriate to teaching specialty. Artifacts demonstrate extensive applications of the content taught.	

INTASC Standard 2	Criteria Portfolio artifacts demonstrate:	Needs Improvement 1 - 3	Proficient 4 - 7	Exemplary 8 - 10	Score
	Student Development —The teacher understands how children learn and develop and can provide learning opportunities that support a child’s intellectual, social, and personal development.	Artifacts show minimal understanding of how children learn and develop Artifacts illustrate how instruction that minimally supports students’ intellectual, social, and personal development.	Artifacts show sufficient understanding of how children learn and develop.	Artifacts illustrate instruction that supports students’ intellectual, social, and personal development.	Artifacts show thorough understanding of how children learn and develop. Artifacts illustrate instruction that extends students’ intellectual, social, and personal development.

INTASC Standard 3	Criteria Portfolio artifacts demonstrate:	Needs Improvement 1 - 3	Proficient 4 - 7	Exemplary 8 - 10	Score
	Diverse Learners —The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	Artifacts demonstrate minimal understanding of students’ learning differences.	Artifacts demonstrate sufficient understanding of students’ learning differences.	Artifacts demonstrate a multiple of instructional opportunities adapted to diverse learners.	Artifacts demonstrate thorough understanding of students’ learning differences.
	Artifacts illustrate minimal instructional opportunities adapted to diverse learners.	Artifacts illustrate numerous instructional opportunities adapted to diverse learners.			

INTASC Standard 4	Criteria	Needs Improvement 1 - 3	Proficient 4 - 7	Exemplary 8 - 10	Score
	Portfolio artifacts demonstrate:				
	Multiple Instructional Strategies —The teacher uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.	Artifacts exhibit few instructional strategies.	Artifacts exhibit a multiple of instructional strategies.	Artifacts exhibit numerous instructional strategies.	
Artifacts present little evidence of instructional focus on critical thinking, problem solving, and performance skills.		Artifacts present sufficient evidence of instructional focus on critical thinking, problem solving, and performance skills.	Artifacts present extensive evidence of instructional focus on critical thinking, problem solving, and performance skills.		

INTASC Standard 5	Criteria	Needs Improvement 1 - 3	Proficient 4 - 7	Exemplary 8 - 10	Score
	Portfolio artifacts demonstrate:				
	Motivation and Management —The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages social interaction, active engagement in learning, and self-motivation.	Artifacts depict a learning environment that provides opportunity for individual social interaction, active engagement, and self-motivation.	Artifacts depict a learning environment that facilitates individual social interaction, active engagement, and self-motivation.	Artifacts depict a learning environment that promotes individual social interaction, active engagement, and self-motivation.	
Artifacts depict a learning environment that provides		Artifacts depict a learning environment that facilitates group	Artifacts depict a learning environment that promotes group		

		opportunity for group social interaction, active engagement.	social interaction, active engagement.	social interaction, active engagement.	
--	--	--	--	--	--

INTASC Standard 6	Criteria	Needs Improvement 1 - 3	Proficient 4 - 7	Exemplary 8 - 10	Score
	Portfolio artifacts demonstrate:				
	Communication and Technology —The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	Artifacts exhibit few communication strategies that provide support for collaboration and inquiry.	Artifacts exhibit multiple communication strategies that provide support for collaboration and inquiry.	Artifacts exhibit a variety of effective communication strategies that provide support for collaboration and inquiry.	
Artifacts exhibit few technology tools to enrich learning opportunities.		Artifacts exhibit multiple technology tools to enrich learning opportunities.	Artifacts exhibit a variety of effective technology tools to enrich learning.		

INTASC Standard 7	Criteria	Needs Improvement 1 - 3	Proficient 4 - 7	Exemplary 8 - 10	Score
	Portfolio artifacts demonstrate:				
	Planning: the teacher plans based upon knowledge of subject matter, students, the community, and curriculum goals.	Lesson plans demonstrate minimal relationship between subject matter and Standard Course of Study.	Lesson plans demonstrate clear relationship between subject matter and Standard Course of Study.	Lesson plans demonstrate rich relationship between subject matter and Standard Course of Study.	
Lesson plans depict weak matches among instructional goals,		Lesson plans depict good matches among instructional goals,	Lesson plans depict rich matches among instructional goals,		

		methods, and materials, and students’ skills and abilities.	methods, and materials, and students’ skills and abilities.	methods, and materials, and students’ skills and abilities.	
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INTASC Standard 8	Criteria Portfolio artifacts demonstrate:	Needs Improvement 1 - 3	Proficient 4 - 7	Exemplary 8 - 10	Score
	Assessment: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.	Artifacts manifest few formal methods used to assess what students have learned.	Artifacts manifest some formal methods used to assess what students have learned.	Artifacts manifest multiple formal methods used to assess what students have learned.	
		Artifacts manifest few informal methods used to assess what students have learned.	Artifacts manifest some informal methods used to assess what students have learned.	Artifacts manifest multiple informal methods used to assess what students have learned.	

INTASC Standard 9	Criteria Portfolio artifacts demonstrate:	Needs Improvement 1 - 3	Proficient 4 - 7	Exemplary 8 - 10	Score
	Reflective Practice and Professional Growth —The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and	Reflections exhibit superficial level of self-evaluation.	Reflections exhibit satisfactory level of self-evaluation.	Reflections exhibit in-depth level of self-evaluation.	
		Artifacts exhibit little use of professional	Artifacts exhibit use of professional resources,	Artifacts exhibit extensive use of	

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	other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	resources, technology, and colleagues to support self-development as a learner and as a teacher.	technology, and colleagues to support self-development as a learner and as a teacher.	professional resources, technology, and colleagues to support self-development as a learner and as a teacher.	
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INTASC Standard 10	Criteria	Needs Improvement 1 - 3	Proficient 4 - 7	Exemplary 8 - 10	Score
	Portfolio artifacts demonstrate: School and Community Involvement —The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.	Artifacts display no links with counselors, teachers of other classes, and activities within the school.	Artifacts display few links with counselors, teachers of other classes, and activities within the school.	Artifacts display many links with counselors, teachers of other classes, and activities within the school.	
	Artifacts evidence no cooperative partnerships with parents/guardians to support student learning.	Artifacts evidence few cooperative partnerships with parents/guardians to support student learning.	Artifacts evidence many cooperative partnerships with parents/guardians to support student learning.		

TOTAL SCORE _____

Needs Improvement (below 75) ____ **Emergent (75-85)** ____ **Proficient (85-95)** ____ **Exemplary (95-100)** ____

Student Name _____ Program _____

Signature _____ Date _____

Portfolio Evaluator