Program Report for the Initial Preparation of Middle Level Teachers
Association for Middle Level Education (AMLE)
Option A

All Young Adolescents: The middle level standards interpret "all young adolescents" to be inclusive, comprising students of diverse ethnicity, race, language, religion, socioeconomic status, gender, sexual orientation, family composition, regional or geographic origin, and those with exceptional learning needs.

Middle Level: The grade levels included in "middle level" are determined by middle level teacher licensure regulations in each state, for example grades 4-9, 5-8, 6-9.

NCATE approved the AMLE Standards in 2012. Beginning in Spring 2015, programs submitting reports must use the 2012 standards.

COVER SHEET

1. Institution Name

   Clarion University

2. State

   Pennsylvania

3. Date submitted

MM	DD	YYYY
03	15	2017

4. Report Preparer's Information:

   Name of Preparer:

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6. Name of institution's program

Middle Level Certification

7. CAEP Category

Middle School Education

8. Grade levels[1] for which candidates are being prepared

4-8

(1) e.g. 7-9, 5-8

9. Program Type

⦿ First Teaching License

10. Degree or award level

⦿ Baccalaureate

○ Post Baccalaureate

○ Master's

○ Post Master's

○ Endorsement only

11. Is this program offered at more than one site?

○ Yes

⦿ No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared

Initial Middle Level Instructional Certificate

14. Program report status:

⦿ Initial Review

○ Response to One of the Following Decisions: Further Development Required or Recognition with Probation

○ Response to National Recognition With Conditions

15. Is your Educator Preparation Provider (EPP) seeking

○ CAEP accreditation for the first time (initial accreditation)

⦿ Continuing CAEP accreditation

16. State Licensure data requirement on program completers disaggregated by specialty area with sub-area scores:
CAEP requires programs to provide completer performance data on state licensure examinations for completers who take the examination for the content field, if the state has a licensure testing requirement. Test information and data must be reported in Section IV. Does your state require such a test?

⦿ Yes

○ No

1. Descriptions of any state or institutional policies that may influence the application of AMLE standards. (Response limited to 4,000 characters)

Clarion University of Pennsylvania is one of fourteen state-owned universities within the Pennsylvania State System of Higher Education (PASSHE). The university is a high-achieving, nationally recognized, comprehensive institution that delivers a personal and rigorous academic experience for all of its students. Clarion University's 128-acre campus maintains a safe, personal, and friendly atmosphere. Clarion University offers world-class academic challenges and the kind of support and personal attention that allows students to flourish.

The Middle Level Certification Program has been designed to meet the AMLE/CAEP standards, as required in the state of Pennsylvania. The fundamental purpose of a middle level teacher preparation program approved by the Commonwealth of Pennsylvania is to admit, prepare, and support candidates for the teaching profession who, upon graduation, have the knowledge and skills to enable middle level students in Pennsylvania to achieve academic success.

Pennsylvania's Middle Level, or "4-8," preparation program guidelines include two design options. The first option allows for concentration in one academic area and three "generalist" academic content areas. The second option requires a concentration in two academic content areas. Both of these options require a Professional Core of courses, field experiences and student teaching. Each content area for the 4-8 certification program corresponds with specific competencies that must be included in the preparation program design. The Professional Core of courses, competencies, and experiences for the Middle Level Teacher Preparation program must be designed to address the issues and knowledge that are relevant for middle level teaching and learning. The philosophy and standards, both Pennsylvania standards as well as those of the Association for Middle Level Education, must permeate the candidates' course experiences as well as their field experiences and student teaching. At Clarion University of Pennsylvania, the Middle Level Program provides teacher certification in one of four specialized areas for middle school teachers in grades four through eight. The specialized areas include mathematics, English language arts, science, and social studies.
Institutions of higher learning in Pennsylvania are charged with producing evidence to demonstrate that their graduates understand and apply the knowledge, concepts, and skills essential for successful grade 4-8 instruction. The program design must describe clearly how the relevant set of knowledge, skills and competencies inform the program design, and the application must also indicate how the institution will assess whether candidates have acquired the required knowledge skills, and competencies. For candidates preparing to be 4-8 grade teachers, all courses must be grounded in adolescent development and enable them to gain the knowledge and experience to work

successfully with family members and the broader community.

All teacher preparation programs in the Commonwealth of Pennsylvania are expected to provide all candidates with the knowledge and skills to teach a standards-based curriculum successfully. Through university coursework and extensive, well-designed clinical experiences, all teacher candidates are expected to learn how to use materials and resources for instruction, including technology, to meet the individual needs of each student. Each teacher preparation program is expected to give considerable attention to helping all candidates acquire and use assessment skills, enabling them to understand and respond to pupil results on state standardized tests (PSSA), local school or district assessments, and individualized assessments of the achievements and challenges of each student.

2. Descriptions of middle level 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. (Response limited to 8,000 characters)

The Pennsylvania Department of Education (PDE) requires more extensive field experiences throughout four year teacher certification programs than previously required. Clarion University of Pennsylvania has initiated a four stage field experience sequence for students in the Middle Level Certification Program. The observation experiences are linked to middle level education competencies and middle level education courses that require a minimum number of hours across various grade levels and content areas. A description of each stage follows.

Stages #1: Observation and Stage #2: Exploration require students to complete a minimum of 40 hours in the field, acquiring skills in observation, assessment, planning, advocacy and interacting and communicating with parents. Knowledge of child development, adolescent environments, Pennsylvania Academic Standards, and community agencies is also acquired at this time. Specifically, students complete 10 hours in two foundations courses: ED 110: Education Foundations for Middle Level and High School (5 hours) and ED 122: Educational Psychology (5 hours), while 80 hours are completed in connection with EDML 324: Teaching Elementary and Middle School Mathematics, EDML 329: Educational Assessment and EDML 332: Literature and Literacy in the Middle Grades. Required activities include maintaining observation logs signed by cooperating teachers, completing observation reports with feedback provided by university instructors and group meetings once a week with university instructors so that field experience can be linked to current courses and practices.

Stage #3, Pre-student Teaching, requires a minimum of 80 hours of field experience, acquiring knowledge of content areas and related standards, integrated curriculum and skills in planning, implementing instruction, assessing, reflecting and the ability to communicate effectively with children, colleagues, parents and supervisors. Pre-student teaching experiences include teaching small to large groups of students under the supervision of middle level higher education faculty and the mentorship of a certified middle level education teacher. Courses connected to Stage #3 include: EDML 322: Teaching Elementary and Middle Level Science, EDML 325: Teaching

Elementary and Middle Level Social Studies, EDML 334: Integrated Language Arts in the Middle Grades and ED 417: Technology Integration for Middle Level and High School Educators. Students will complete one eight hour day within the school setting, followed by eighty hours over ten weeks, and seventy-two hours gathered over three weeks. At Stage #3, cooperating teachers are included in activity planning with University faculty prior to the beginning of the pre-student teaching experience. Teachers are also responsible for completing student evaluation forms and providing useful student performance feedback. Lastly, Stage #4, Student Teaching, EDML 424/EDML 425: Middle Level Student Teaching, involves a minimum twelve-week field experience. Clarion University of Pennsylvania engages its student teachers in a full semester of 15 to 17 weeks of student teaching and practical classroom experience. During this experience, middle level student teachers are required to apply all the skills and knowledge gained throughout Stages #1 through #3. Cooperating teachers actively participate by discussing issues and activities with students throughout the experience.

For an overview of stages, related courses and descriptions, field hours, and required elements, please refer to Attachment 1 - Appendix A: Stages of Middle Level Field Experiences, Appendix B: Field Experiences and Student Teaching Required for Middle Level Education. Appendix C: Sequence of Field Experiences and Student Teaching/Internships provides an overview of the sequence of all field experiences.

3. A program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

Middle Level Program of Study

See Attachment panel below.

4. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

Appendix A: Stages of Middle Level Field Experiences	Appendix B: Alignment of Middle Level Field Experiences
Appendix C: Sequence of Middle Level Field Experiences	

See Attachment panel below.

5. 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: Middle Level Education		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers[2]

2013-2014	95	17
2014-2015	69	20
2015-2016	55	9

6. Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program. (Please refer to the footnotes for clarification)

Faculty Member Name	Bruce Smith
Highest Degree, Field, & University[3]	PhD, Curriculum and Instruction, Pennsylvania State University
Assignment: Indicate the role of the faculty member [4]	Teaching faculty, Student teacher supervision
Faculty Rank[5]	Full Professor
Tenure Track	ⓑ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	1. Director of Northwestern PA Science Olympiad 2006-present 2. Chairperson of Research Committee PA Center for Environmental Education 3. Presenter at National Science teachers Association Annual Convention
Teaching or other professional experience in P-12 schools[9]	1. Director of Science in Motion at Clarino University providing inservice education 2. Clssroom presentations to sectondary seicne teachers in 17 area school districts 2001-present Certifications - Secondary Biology, General Science

Faculty Member Name	Cahndice Matthews
Highest Degree, Field, & University[3]	PhD, Educational Research and Leadership, University of Southern Mississippi
Assignment: Indicate the role of the faculty member [4]	Teaching faculty
Faculty Rank[5]	Assistant professor
Tenure Track	ⓑ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	1. Presentation - From the Schoolhouse to the Halls of Ivy: Issues in Diversity, Productivity, Social Class Tenure Process. APSCUF Conference, Harrisburg, PA, October, 2010 2. The Value of Social Capital in the Classroom. The teacher Times, Volume 1, Issue 6, 2-3. 3. Clarion University. (2014). Equity Scorecard Report. Clarion, PA: Childers, C., Lane, R., Laugand III, R. Logue, R. Lott, D., Matthews, C., McGee, J., Olivas-Juan, M., and Turell, S.
Teaching or other professional experience in P-12 schools[9]	Provisional Texas Educator Certificate, Elemantary Reading (1-8), Elemantary Self-Contained (1-8), PreK-K

Faculty Member Name	Deborah A. Ellermeyer
Highest Degree, Field, & University [3]	EdD, Curriculum and Instruction, Indiana University of Pennsylvania, Indiana University of Pennsylvania
Assignment: Indicate the role of the faculty member [4]	Teaching faculty, Student supervision
Faculty Rank [5]	Associate Professor
Tenure Track	☑ YES
Scholarship [6], Leadership in Professional Associations, and Service [7]:List up to 3 major contributions in the past 3 years [8]	1. Ellermeyer, D. (2014). MyEducationLab for textbook, All children read. Boston, MA: Pearson Publishing 2. Ellermeyer, D. and Rowell, J. (submitted). Teaching phonological awareness and early phonics skills with poems, nursery rhymes and read alouds. Santa Barbara, CA: Libraries Unlimited 3. Ellermeyer, D. Laughing and learning about language. (submitted May 2013). Language Arts.
Teaching or other professional experience in P-12 schools [9]	Supervision of students Certifications - English, Elementary Education

Faculty Member Name	Jesse Haight
Highest Degree, Field, & University [3]	D.Ed. Curriculum and Instruction, Indiana University of PA
Assignment: Indicate the role of the faculty member [4]	Teaching faculty, Assessment Coordinator
Faculty Rank [5]	Assistant Professor
Tenure Track	☑ YES
Scholarship [6], Leadership in Professional Associations, and Service [7]:List up to 3 major contributions in the past 3 years [8]	Haight, J.A. (2015, November). Above and Beyond: Increasing Social Studies Relevance through Field Experience. Session Presentation at the National Council for the Social Studies National Conference, New Orleans, LA. Haight, J. A. & Houston, A. G. (2015, November). Starting Essential Social Studies Concepts Young: Creating Unique Curriculum Maps. Poster Presentation at the National Council for the Social Studies National Conference, New Orleans, LA. Haight, J. A. (2015, April). Above and Beyond: Creating Unique Field Experiences for Teacher Candidates. Session Presentation at the National Student Teaching and Supervision Conference, West Chester, PA.
Teaching or other professional experience in P-12 schools [9]	Certification: Social Studies 7-12 (PA)

Faculty Member Name	John McCullough
Highest Degree, Field, & University [3]	EdD, Indiana University of Pennsylvania
Assignment: Indicate the role of the faculty member [4]	Teaching faculty, student supervision
Faculty Rank [5]	Full Professor
Tenure Track	☑ YES
Scholarship [6], Leadership in	1. Webmaster for the Clarion University of Pennsylvania College of Education

Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	and Human Services NCATE Electronic Evidence Room 2. Coordinator of Clarion University of Pennsylvania's Instructional Technology Specialist Certificate Program 3. Coordinaotr of Clarion University of Pennsylvania's College of Education and Human Services Technology in Education Computer Lab
Teaching or other professional experience in P-12 schools[9]	Student teacher supervision Certifications - Secondary Education Mathematics

Faculty Member Name	Karl Sprenger
Highest Degree, Field, & University[3]	PhD. Instructional Systems, Penn State University.
Assignment: Indicate the role of the faculty member [4]	Assistant Professor
Faculty Rank[5]	
Tenure Track	∈ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	1. Peck, K.L. Sprenger, K.R. (2008). One-to-One Educational Computing: Ten Lessons for Successful IMplementation. In Voogt, J. & Knezek, G., International Handbook of Information Technology in Primary and Secondary Education (pp. 935-941). New York: Springer. 2. Peck & Sprenger (2007) Not Seeing is Disbelieving: Why We are Doubting the Power of One-to-One Learning Environments. Academic Intersections. Cupertino, CA: Apple Computer. Available at http://edcommunity.apple.com/ali/story.php?itemID=11368 Retrieved August 5, 2007. 3. Sprenger, K.R. (2007). Line Rider and Physics. Pennsylvania Science Teacher Exchange, 30(2), 6.
Teaching or other professional experience in P-12 schools[9]	

Faculty Member Name	Kathleen R. Murphy
Highest Degree, Field, & University[3]	EdD, Elementary Education: Reading and Language Arts, Indiana University of Pennsylvania
Assignment: Indicate the role of the faculty member [4]	Teaching faculty
Faculty Rank[5]	Associate Professor
Tenure Track	∈ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	1. Seneca Reading Council 2. Member of Keystone State Reading Association 3. Progream reviewer for Intenational Reading Association
Teaching or other professional experience in P-12 schools[9]	Consultant and workshop presenter on reading at local area school districts Pre-student teaching supervision Certifications - Communication 7-12, Reading Specialist K-12

Faculty Member Name	Marcella McConnell

Highest Degree, Field, & University[3]	PhD. Curriculum & Instruction, Kent State University
Assignment: Indicate the role of the faculty member [4]	
Faculty Rank[5]	
Tenure Track	∈ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	1. McConnell, M., & Caniglia, J. (2015). Math Rocks. Accepted for Publication: Mathematics Teaching in the Middle School 2. McConnell, M. (in progress from dissertation work) Knowing Low-achieving Students When Teaching Mathematics. Submitting to Journal for Research in Mathematics Education 3. McConnell, M. (in progress from dissertation work) Dynamic Facets of Effective Teaching. Submitting to Review of Educational Research
Teaching or other professional experience in P-12 schools[9]	

Faculty Member Name	Marilyn Howe
Highest Degree, Field, & University[3]	PhD, Curriculum and Supervision, Administration and Policy Studies, University of Pittsburgh
Assignment: Indicate the role of the faculty member [4]	Teaching faculty
Faculty Rank[5]	Associate Professor
Tenure Track	ⓑ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	The Common Core State Standards and Assessment, Educational Psychology Reader, 2014. The Common Core State Standards for Higher Education, PAC-TE Journal, 2013. "Integration of Technology in the University Classroom," Hand in Hand, Clarion University of Pennsylvania, February 2007.
Teaching or other professional experience in P-12 schools[9]	University Supervisor of Teacher Candidates/Consultant

(3) For example, PhD in Curriculum & Instruction, University of Nebraska.

(4) For example, faculty, clinical supervisor, department chair, administrator

(5) For example, professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by CAEP as a 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.

(7) 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.

(8) For example, officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, in-service 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.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the AMLE 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.

1.   Please provide following assessment information (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment (11)	Type or Form of Assessment (11)	When the Assessment Is Administered (12)
Assessment #1: Licensure assessment, or other content-based assessment (required)	Praxis II Scores	Commonwealth of PA Teacher Licensure Exam	Prior to Student Teaching
Assessment #2: Content knowledge in middle level education (required)	Middle Level Block Competency Evaluation	Performance Assessment	Senior/Humanities Block
Assessment #3: Candidate ability to plan appropriate teaching and learning experiences (required)	Middle Level Unit Plan	Project/Performance Assessment	EDML 325 Teaching Elementary and Middle Level Social Studies (Humanities/Senior Block)
Assessment #4: Student teaching or internship (required)	Middle Level Student Teaching Performance Profile (STPP)	Performance Assessment	Student Teaching
Assessment #5: Candidate effect on student learning (required)	Teacher Candidate Work Sample	Performance Assessment	Student Teaching
Assessment #6: Additional assessment that addresses AMLE standards (required)	Philosophy of Middle Level Education Statement	Project/Performance Assessment	ED 110 Education Foundations for Middle Level and High School
Assessment #7: Additional assessment that addresses AMLE standards (optional)			

Assessment #8: Additional assessment that addresses AMLE standards (optional)			

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

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

(12) 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).

1. Standard 1: Young Adolescent Development

	#1	#2	#3	#4	#5	#6	#7	#8
Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents. Element a. Knowledge of Young Adolescent Development: Middle level teacher candidates demonstrate a comprehensive knowledge of young adolescent development. They use this understanding of the intellectual, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, including those whose language and cultures are different from their own. Element b. Knowledge of the Implications of Diversity on Young Adolescent Development: Middle level teacher candidates demonstrate their understanding of the implications of diversity on the development of young adolescents. They implement curriculum and instruction that is responsive to young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They participate successfully in middle level practices that consider and celebrate the diversity of all young adolescents. Element c. Implications of Young Adolescent Development for Middle Level Curriculum and Instruction: Middle level teacher candidates use their knowledge of young adolescent development when planning	☑	☑	☑	☑	☑	☐	☐	☐

and implementing middle level curriculum and when selecting and using instructional strategies.

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

2. Standard 2: Middle Level Curriculum

	#1	#2	#3	#4	#5	#6	#7	#8
Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

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

teaching their subjects.

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

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

3. Standard 3: Middle Level Philosophy and School Organization

	#1	#2	#3	#4	#5	#6	#7	#8
Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components. Element a. Middle Level Philosophical Foundations: Middle level teacher candidates demonstrate an understanding of the philosophical foundations of developmentally responsive middle level programs and schools. Element b. Middle Level Organization and Best Practices: Middle level teacher candidates utilize their knowledge of the effective components of middle level programs and schools to foster equitable educational practices and to enhance learning for all students (e.g., race, ethnicity, culture, age,		☑		☑		☑		☐

appearance, ability, sexual orientation, socioeconomic status, family composition). They demonstrate their ability to apply this knowledge and to function successfully within a variety of school organizational settings (e.g., grades K-8, 6-8, 7-12). Middle level teacher candidates perform successfully in middle level programs and practices such as interdisciplinary teaming, advisory programs, flexible block schedules, and common teacher planning time.

4. Standard 4: Middle Level Instruction and Assessment

	#1	#2	#3	#4	#5	#6	#7	#8

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

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

#1	#2	#3	#4	#5	#6	#7	#8
☑	☑	☑	☑	☑	☐	☐	☐

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

Element c. Middle Level Assessment and Data-

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

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

5.   Standard 5: Middle Level Professional Roles

#1 #2 #3 #4 #5 #6 #7 #8

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

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

Element b. Advocacy for Young Adolescents and Developmentally Responsive Schooling Practices:
Middle level teacher candidates serve as advocates for all young adolescents and for developmentally responsive schooling practices. They are informed advocates for effective middle level educational

practices and policies, and use their professional leadership responsibilities to create equitable opportunities for all young adolescents in order to maximize their students' learning.

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

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

| ☐ | ☑ | ☐ | ☑ | ☐ | ☑ | ☐ | ☐ |

   DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments, scoring guides/rubrics and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather that reporting a cumulative score.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in CAEP's Standard 1:
• Content knowledge (Assessments 1 and 2)
• Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
• Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

(1) A two-page narrative that includes the following:
a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
c. A brief analysis of the data findings;
d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
and

(2) Assessment Documentation
e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
f. The scoring guide/rubric for the assessment; and
g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each , however in some cases assessment instruments or scoring guides/rubrics may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g

above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

1. State licensure tests or professional examinations of content knowledge. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Required)

    Provide assessment information as outlined in the directions for Section IV

Praxis II Data Tables	Assessment 1: Praxis II

    See Attachment panel below.

2. Assessment of content knowledge in middle childhood education. AMLE standards addressed in this entry could include but are not limited to Standard 2. For post-baccalaureate teacher preparation, include an assessment used to determine that candidates have adequate content background in the subject to be taught.

    Provide assessment information as outlined in the directions for Section IV.

Assessment 2: Middle Level Block Competency Evaluation

    See Attachment panel below.

3. Assessment that demonstrates candidates can effectively plan and implement appropriate teaching and learning experiences. AMLE standards that could be addressed in this assessment include but are not limited to Standard 4. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans. (Answer Required)

    Provide assessment information as outlined in the directions for Section IV

Assessment 3: Middle Level Unit Plan

    See Attachment panel below.

4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. AMLE standards that could be addressed in this assessment include but are not limited to Standards 1-5. An assessment instrument used in student teaching or an internship should be submitted. (Answer Required)

    Provide assessment information as outlined in the directions for Section IV

Assessment 4: Middle Level STPP

    See Attachment panel below.

5. Assessment that demonstrates candidate effects on student learning. AMLE standards that could be addressed in this assessment include but are not limited to Standard 4. Examples of assessments include those based on student work samples, portfolio tasks, case studies, and follow-up studies. (Answer Required)

    Provide assessment information as outlined in the directions for Section IV

Teacher Candidate Work Sample Assignment	Assessment 5: Middle Level Teacher Candidate Work Sample

    See Attachment panel below.

6. Additional assessment that addresses AMLE standards. All AMLE standards could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, and follow-up studies. (Answer Required)

    Provide assessment information as outlined in the directions for Section IV

Assessment 6: Philosophy of Middle Level Education

See Attachment panel below.

7. Additional assessment that addresses AMLE standards. All AMLE standards could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, and follow-up studies.

    Provide assessment information as outlined in the directions for Section IV

8. Additional assessment that addresses AMLE standards. All AMLE standards could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, and follow-up studies.

    Provide assessment information as outlined in the directions for Section IV

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. 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.

    (Response limited to 12,000 characters)

On the Unit-Wide level:
There have been three changes at Clarion University, since our last submission, that will allow for greater ease in using assessments to generate meaningful program growth. In 2014 Clarion University created the Institutional and Student Learning Assessment Committee (ISLAC) to create a culture of assessment on campus. Every program must write a report that is aligned to the University-Wide Learning Outcomes. These reports focus on one outcome and allows the programs to interpret and use the data to spur growth in programs. The annual reports are submitted and reviewed across the entire University. A second change that will allow for greater ease and a more robust analysis of key data is the adoption of the Chalk and Wire data management system. This began for all freshmen education students during the fall 2016 semester. This system allows for easy storage and manipulation of the data. It makes the data readily available for sharing at department and curricular meetings. The final change that will allow for a greater concentration on program growth is the hiring of a full-time administrator that has a focus on assessment and accreditation. Clarion University has just hired an individual at the Associate Dean level that will be in charge of all program assessments and action plans to produce meaningful growth in our programs. The Associate Dean will begin on July 1, 2017.

On the program level:
1. Content Knowledge: We are currently exploring a shift in the Middle Level program that would place Middle Level candidates in two different methods courses (a. Grade 1-6 content specific methods and b. Grade 7-12 content specific methods). This will introduce them to more content that could possibly boost their Praxis II scores. Also, to specifically address the lower scores on tests 5155 and 5158 additional sessions are being offered by our math education professor in the form of Math Circles. The candidates are able to come in and discuss what is going on in their pre-student teaching and student teaching placements. They are able to address both content and pedagogical aspects during these weekly meetings.

2. Professional and Pedagogical Knowledge: More collaboration has occurred between the Education Department faculty to ensure that there is continuity and consistency in regards to lesson and unit plans and to avoid confusion by the candidates. In particular, the collaboration has taken place between the

professors of the EDML 325, EDML 322, EDML 324, EDML 334 courses (CONTENT METHODS), the ED 327 (Instructional Strategies and Management) course and EDML 329 (Educational Assessment) course. There obviously needs to be more collaboration with the Educational Assessment course to identify ways to integrate academic content standards all the way through instruction to assessment.

3. Student Learning: Pennsylvania has instituted Student Learning Objectives (SLO) as a way to evaluate in-service teachers. This was implemented 4 years ago and as the in-service teachers are gaining more confidence in this aspect, they are able to foster our candidates' growth in this area. To add to this, the School of Education has piloted (this semester) a new student teacher assessment that aligns more closely to the in-service teacher assessment system. One of the observation instruments is directly aligned to the Teacher Effectiveness Model of Charlotte Danielson, used in Pennsylvania public schools. The other instrument is identical to the SLO process in which the teacher candidates are using student data to improve their instruction and their students' achievement.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the CAEP website at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur

    For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the CAEP website at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur

    (Response limited to 24,000 characters.)

Please click "Next"

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