

- Standard 2g: *Health Education*: Met Not Met
Comments: There are no course requirements or evidence to support meeting the standard.
- Standard 2h: *Physical Education*: Met Not Met
Comments: : There are no course requirements or evidence to support meeting the standard.
- Standard 2i: *Connections Across the Curriculum*: Met Not Met
Comments: Field journals and geography assignments particularly support teacher candidate competence associated with this standard.
- Standard 3a: *Integrating and Applying Knowledge for Instruction*: Met Not Met
Comments: Evidence in journal reflections associated with service learning indicate that the standard is met. The field experience indicates that teacher candidates integrate and apply knowledge.
- Standard 3b: *Adaptation to Diverse Students*: Met Not Met
Comments: Journal reflections regarding profession development school and service learning experiences support the teacher candidates competence with adapting to diverse students.
- Standard 3c: *Development of Critical Thinking, Problem Solving, and Performance Skills*: Met Not Met
Comments: Service learning and journal reflections indicate that teacher candidates meet this standard.
- Standard 3d: *Active Engagement in Learning*: Met Not Met
Comments: Journal reflections and evidence from field experiences indicate that teacher candidates meet the standard.
- Standard 3e: *Communication to Foster Collaboration*: Met Not Met
Comments: Journal entries associated with service learning and field experiences support the institution's meeting the standard.
- Standard 4: *Assessment for Instruction*: Met Not Met
Comments: While teacher candidates are said to use a variety of assessment tools to identify student needs more evidence that this knowledge is applied in the classroom would be helpful.
- Standard 5a: *Practices and Behaviors of Developing Career Teachers*: Met Not Met
Comments: Coursework, service learning initiatives, field experiences indicate that the teacher candidate's knowledge of career teacher behaviors and practices has occurred.
- Standard 5b: *Reflection and Evaluation*: Met Not Met
Comments: Journal reflections, portfolios in multiple classes support teacher candidate's competence associated with the standard.

Standard 5c: *Collaboration with Families:*

Met Not Met

Comments:

Field experiences, internships, and service learning journals and reflections indicate teacher candidate's competence in working with families.

Standard 5d: *Collaboration with Colleagues and the Community:*

Met Not Met

Comments:

Journals and reflections indicate that extensive field experiences provide opportunities for collaboration with colleagues and the communities.

Part II: Overall Comments

Program Strengths:

This report is very well written. It was enjoyable to read.

The program model, service, competence, conscience, and compassion, is clearly developed and guides the teacher education program.

There is a strong liberal arts core that supports a knowledge base for teacher education.

Reflections in journals, etc. indicate thoughtful and articulate teacher candidates.

There are multiple assessment points throughout the program that are utilized to improve the program.

Professional Development Schools, service learning sites, field experiences, and international experiences include several options for teacher candidates.

Program Concerns/Weaknesses:

The arts, physical education, and health education are limited or not included in the program.

English and Language arts courses provide a knowledge base for students; however, teacher candidate's application is not clearly found in the evidence. The artifact section does not, for example provide enough information to determine how students teach language arts.

Science course descriptions suggest that teacher candidates have opportunities to learn how to teach science; however the evidence does not indicate that this information is found in field experience evidence.

General Comments:

Information regarding the general aspects of the program would be helpful. These include the following:

How many teacher candidates are enrolled in the program? The report states that 35 graduate every year. Of these, how many are in each of the program options? Are there significant differences in the evidence provided by teacher candidates in each of the field experiences and international involvement?

How many faculty are in teacher education?

How was evidence sampled and selected? Journal entries were substantial; however, artifacts were limited and evidence was not clearly referenced for all standards.

Summary of Program Quality:

The program successfully prepares teacher candidates who are recognized in the communities where they seek employment.

Part III: Recommendation for Site Visit

Recommendations for On-Site Team:

Examine various options for field experiences/international experience to determine whether or how all teacher candidates complete similar programs.

Part IV: ACEI's Decision

Program Nationally Recognized Program Not Nationally Recognized

Program Nationally Recognized, Conditionally*

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