

Program Report for the Preparation of Elementary School Teachers  
Association for Childhood Education International (ACEI)  
2007 Standards - Option A

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

**COVER SHEET**

**1. Institution Name**

TRINITY WASHINGTON UNIVERSITY

**2. State**

WASHINGTON, DC

**3. Date submitted**

MM DD YYYY

03 / 14 / 2016

**4. Report Preparer's Information:**

Name of Preparer:

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Name:

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**6. Name of institution's program**

ELEMENTARY EDUCATION

**7. NCATE Category**

Elementary or Childhood Education

**8. Grade levels<sup>(1)</sup> for which candidates are being prepared**

1-6

(1) e.g. K-6, K-3

**9. Program Type**

- Advanced Teaching
- First Teaching License
- Other School Personnel
- Unspecified

**10. Degree or award level**

- Baccalaureate

- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- 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**

ELEMENTARY EDUCATORS

**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 unit seeking**

- NCATE accreditation for the first time (initial accreditation)
- Continuing NCATE accreditation

**16. 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 IV. 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. (Response limited to 4,000 characters)**

Trinity Washington University has been training teachers in Washington, DC, for more than 30 years. Trinity offers elementary education at the graduate level through a Master's of Arts in Teaching (MAT) program. The MAT is tailored to the needs of candidates who seek first-time teaching licensure and to be certified in Elementary Education. Candidates take 36 credit hours and qualify for teaching certification in grades 1-6.

Due to the high demand for elementary school teachers in the District of Columbia (DC) and its surrounding areas, many of the candidates in our MAT program are already employed as teachers or become employed prior to completing the program. Consequently, their student teaching experiences occur at the schools where they are employed. They are supported by university supervisors and mentors within their schools. The program is organized to be as supportive as possible to candidates who are working full-time.

Trinity is centrally located in the District of Columbia, and the program is approved by the District's Office of the State Superintendent of Education (OSSE). OSSE has adopted the NCATE/CAEP standards for program approval. Trinity's education programs are in compliance with NCATE/CAEP and OSSE requirements.

Candidates graduating from Trinity's program, who wish to obtain certification in DC or Maryland, must take Praxis II in Elementary Education. Praxis II is a requirement for certification; beginning Fall 2016, Trinity will require candidates to pass this exam as a pre-requisite to the student teaching internship.

**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. (Response limited to 8,000 characters)**

Candidates are required to complete a number of field experiences prior to their student teaching assignments. These field experiences are embedded within their course of study.

The first set of field experiences requires candidates to observe in two classrooms, one serving grades 1 through 3 and one serving grades 4-6. The focus of the observation is classroom management. Candidates reflect on and write a summary about what was observed. They also

are required to develop an "ideal" classroom management plan. This assignment is embedded in Foundations of Education: The Art of Teaching and Learning (EDCC 541) and requires 10 hours of observation.

The second set of field experiences requires that candidates observe two teachers for an entire lesson. The focus of the observation is on teaching methods and approaches. Candidates must also interview the teachers, addressing the teachers' philosophies, preferences for educational methods and approaches, the teacher's use of educational media, how the teachers address diversity, and the types of assessment used. This assignment is embedded in Foundations of Education: The Art of Teaching and Learning (EDCC 541) and requires 10 hours of observation.

The third set of field experiences requires that candidates select a classroom in which to complete a video lesson. Candidates write a lesson plan and carry-out the lesson with a class of elementary students. Candidates subsequently critique their video lesson, and reflect on the strengths and weaknesses of their instruction and classroom management skills. The video lesson provides an opportunity for faculty to evaluate, early in the Elementary MAT Program, candidates who need support with classroom instruction and classroom management. The video lesson assignment is embedded in Foundations of Education: The Art of Teaching and Learning (EDCC 541) and requires 10 hours of observation.

The fourth set of field experiences requires candidates to draw on their knowledge of child development to develop a profile/plan geared towards helping students learn. Candidates must engage with the students' families by conducting taped interviews with family members. The interviews focus on developmental issues of children in grades 1 through 6. Candidates develop a theory-based profile/plan of the child, addressing relevant physical, cognitive, social/emotional, and developmental benchmarks. Candidates are required to give the family members a written copy of the profile/plan. The assignment is embedded in Human Growth and Development (EDCC 510) and requires 10 hours of field work.

The fifth set of field experiences requires candidates to make three observational visits to educational centers or schools serving exceptional children. Candidates must observe in classrooms teaching individuals with mild/moderate disabilities, severe disabilities, and profound disabilities. Each visit is for several hours and results in a paper that explains theories being used at the site. In addition, this field experience requires that candidates make one site visit to an organization/association serving as an advocate for individuals with disabilities. Candidates write a summary of the program and a description of its services. These assignments are embedded in Education of Exceptional Children and Youth (EDCC 530) and require 15 hours of field work.

The sixth set of field experiences requires candidates to interview a child, or a family if the child is in the younger elementary grades, about experiences with literacy practices. A series of questions is provided to candidates, but they are encouraged to develop questions appropriate to the interview. This assignment is embedded in Children's Literature (EDTE 624) and requires 5 hours of field work.

The seventh set of field experiences accompanies a block of methods courses in Math, Science, and Social Studies. Candidates are required to conduct two observation visits, plan a lesson in collaboration with the teacher, teach the lesson, meet with the teacher to get feedback, and then write a detailed reflection paper based on the experience. This field experience is embedded in each of the following methods courses: Teaching for Mathematical Understanding (EDTE 621); Teaching for Scientific inquiry (EDTE 622); and Language, Literature and Culture (Social Studies, EDTE 623). The field experience is 15 hours in each course.

The eighth set of field experiences requires candidates to work one-on-one with a beginning reader to assess and coach the student. The purpose of the assignment is to give candidates the opportunity to learn the pedagogy appropriate to support the beginning reader while fostering reading independence. Candidates are required to complete nine coaching sessions with the same child. Candidates then submit a notebook which summarizes the sessions and what they learned. This assignment is embedded in Literacy Assessment and Instruction for Early and Emergent Readers (EDTE 627) and requires 15 hours of field work.

The ninth field experience requires candidates to teach a lesson that is videotaped in a classroom setting. The purpose of the assignment is to assist candidates in reflecting on and evaluating their teaching styles, practices, and skills. The candidates' teaching performance should reflect their knowledge of the elementary standards and of educational theory as it applies to reading. This assignment is embedded in Literacy Assessment and Instruction for Early and Emergent Readers (EDTE 627) and requires 10 hours of field work.

In the tenth field experience candidates are required to tutor a child. The purpose of the assignment is to give teacher candidates practice in assessing and instructing students who are experiencing difficulty in one or more aspects of print literacy. Candidates assess and tutor a struggling student in weekly or twice weekly sessions for a total of 10 to 12 hours in direct contact and observational time. Candidates are required to produce a case study as a result of their work with the student. This assignment is embedded in Literacy Assessment and Instruction for Upper Elementary Years (EDTE 628) and requires 10-15 hours of field work.

The final clinical experience is student teaching. Candidates are required to assume the responsibilities of a classroom teacher. The experience is sufficiently intensive so that candidates understand the true nature of teaching, including planning and delivering instruction, classroom management, collegial interactions, and managing family involvement. The student teaching experience is embedded in Student Teaching in Elementary Education (EDTE 673) and requires 420 hours in the classroom.

**3. Please attach files to describe 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.)**

Elementary Education Program of Study

See **Attachment** panel below.

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.

### 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:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers <sup>(2)</sup>
2013	12	11
2014	13	6
2015	22	12

(2) 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.

### 6. 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	ANDRUSIK, KATRYNA
Highest Degree, Field, & University <sup>(3)</sup>	Ph.D., Special Education: Learning Disabilities; University of Maryland College Park; College Park, MD
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Adjunct Faculty
Faculty Rank <sup>(5)</sup>	
Tenure Track	<input type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Member: IRA/ILA, CEC, ASCD McMackin, M.C., Rauchwerk, S., Cambone, J., Curtis, M.C., Andrusik, K., & Brown, D.N. (2013, April). Preparing urban teachers: Working outside the box. Phi Delta Kappan, 94 (7), 25. Andrusik, K.N. & Samuelsen, K.A. (2014, December). Academic discourse as pre-writing strategy: The efficacy of student talk on argument writing in an urban high school English class. Literary Research Association, Annual Conference, Marco Island, FL. Andrusik, K.N. & Montanaro, E. (2013, November). Preparing special educators in alternative programs: Cohort support, coaching, and clinical experiences. Council for Exceptional Children: Teacher Education Division, Annual Conference, Fort Lauderdale, FL. Lecture: Special Education Policy. Department of Teaching and Learning, Policy, and Leadership, University of Maryland, November 2012, 2013.
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Capital City Public Charter School, Instructional Coach and Curriculum Coordinator Baltimore City Public Schools, Reading Specialist, Inclusion Specialist, 6-12 English Teacher

Faculty Member Name	BOLDEN, MARK
Highest Degree, Field, & University <sup>(3)</sup>	Ph.D., Counseling Psychology; Howard University, Washington, DC.
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Full-time Faculty
Faculty Rank <sup>(5)</sup>	Assistant Professor
Tenure Track	<input type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup>	President, Washington, DC, Association of Black Psychologists, 2009, 2011-2012 Keynote Presentation: Trauma Prevention and Coping with Crisis: An African Caribbean-Informed Model for Parents, Administrators, and Children. Northern Caribbean University Psychology Department, Kingston, Jamaica 2012. Workshop series for School and Government Personnel related to suicides associated with Jamaican students' test-taking: Mindful Management of Anxiety and Stress: High-Stakes Test-Taking Strategies for Jamaican Student Success. 2012.
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	

Faculty Member Name	BROWNLEY, BLANCHE
Highest Degree, Field, & University <sup>(3)</sup>	Ed.D., Educational Administration and Policy; George Washington University, Washington, DC
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Adjunct Faculty
Faculty Rank <sup>(5)</sup>	
Tenure Track	

	<input type="radio"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Delta Kappa Gamma Society International, State President Member, National Council of Teachers of Mathematics Member, National Council of Supervisors of Mathematics Member, Association of State Supervisors of Mathematics ASCD
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	K-12 Mathematics Director, DC Public Schools Co-Project Director Math for the 21st Century, DC Public Schools Math Mentor Teacher, DC Public Schools Secondary Math Teacher, DC Public Schools

Faculty Member Name	COSIER, MEGHAN
Highest Degree, Field, & University <sup>(3)</sup>	Ph.D., Special Education; Syracuse University; Syracuse, NY
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Full-Time Faculty
Faculty Rank <sup>(5)</sup>	Assistant Professor
Tenure Track	<input checked="" type="radio"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Member, Board of Directors, The Children's Guild District of Columbia Public Charter School Cosier, M. (2014). Using "narrative and numbers" to drive inclusive school reform: A case study. In S. Danforth (Ed.). Teaching in the shape of Justice: Becoming an inclusive educator. New York, NY: Pater Lang. Cosier, M., Gomez, A., Maghzi, K., & McKee, A. (2013). Smart phones permitted: How teachers use text messaging to collaborate in inclusive schools. Education and Information Technologies (Online First). doi: 10.1007/s10639-013-9288-2. Cosier, M., McKee, A., Gomez, A., & Derderian, C. (December, 2014). Making the common core state standards accessible to students with significant disabilities. Presentation. TASH Annual Conference, Washington, DC. Member, AERA, TASH (The Association for Persons with Severe Handicaps), CAL-TASH, VA-Tash
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	San Diego Unified School District, Rosa Parks Elementary School: Special Education teacher, grades 2-3; Resource Specialist, grades 1-5 Albuquerque Public Schools, Kit Carson Elementary School: General Education teacher, grade 1

Faculty Member Name	DAWKINS, BETH KARA
Highest Degree, Field, & University <sup>(3)</sup>	Ph.D., Education -- Early Childhood, Families and Literacy; University of North Carolina at Chapel Hill; Chapel Hill, NC
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Full-Time Faculty
Faculty Rank <sup>(5)</sup>	Assistant Professor
Tenure Track	<input checked="" type="radio"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Member, NAEYC, Head Start Association Publications Reading Selection Strategies of Lower Income, Minority Students, November 2014 Reading Selection Strategies and Reading Achievement of Economically Disadvantaged, October 2014
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Licenses Birth thru Kindergarten, State of North Carolina Early Childhood, State of North Carolina Pre-K Teacher, Charlotte-Mecklenburg Schools Pre-K Teacher, American School Foundation of Guadalajara

Faculty Member Name	GREER, CYNTHIA
Highest Degree, Field, & University <sup>(3)</sup>	Ph.D., Higher Education Administration; Florida State University; Tallahassee, FL
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Full-Time Faculty
Faculty Rank <sup>(5)</sup>	Associate Professor
Tenure Track	<input checked="" type="radio"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Member, American Counseling Association; DC Counseling Association; National Association of Student Personnel Administrators; Southern Poverty Law Association Publications I Love Being Me -- Be the Author of Your own Story. Chapter in Expressive Arts Interventions for School Counselors. Fall 2014 Doris and the Dolls -- Little Patuxent Literary Review. June 2014 Presentations Problem Gambling Treatment and Post-Traumatic Growth Opportunities for Culturally Diverse Persons, Families and Communities. Co-Presenter, Maryland Center of Excellence on Problem Gambling. March 2014 Social Injustice and Trauma -- The use of Post-Traumatic Growth and the Positive Power of the Human Spirit. Howard University Counseling Conference and Maryland Counseling and Development Conference. 2012
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Middle School Teacher, Math, Science and Health; Scotland County Public Schools, North Carolina

Faculty Member Name	JOHNSON, LYNN
Highest Degree, Field, & University <sup>(3)</sup>	MA, English Education, Hunter College CUNY; New York, NY
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Administrator
Faculty Rank <sup>(5)</sup>	Associate Dean

Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Member, National Council of Teachers of English Member, Council on English Education Member, National Business Education Association Member, Eastern Business Education Association Member, NCATE Board of Examiners Member, NCATE Board of Program Reviewers Member, DC Board of Examiners Reader, SAHE Teacher Quality Grant proposals Reader, AACTE Conference presentation proposals
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	New York State certification, English 7-12

Faculty Member Name	KANE, SHANNON
Highest Degree, Field, & University <sup>(3)</sup>	Ed.D., 2013, Reading, Writing and Literacy; University of Pennsylvania
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Adjunct faculty
Faculty Rank <sup>(5)</sup>	
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Member, American Education Research Association; International Literacy Association; Association for Supervision and Curriculum Development Changemakers: Exploring New Teachers' Growth and Inspired Practice; March 2013
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Community Academy Public Charter Schools, Washington, DC; July 2008-June 2011. Curriculum Specialist and New Teacher Induction Coordinator. Community Academy Public Charter Schools, Washington, DC; August 2004-August 2006. 3rd and 5th grade teacher. District of Columbia Public Schools, Washington, DC; August 2001-June 2004. 1st grade teacher.

Faculty Member Name	KAYNE, KATHRYN
Highest Degree, Field, & University <sup>(3)</sup>	M.Ed., Reading; Liberty University; Lynchburg, VA
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Adjunct Faculty
Faculty Rank <sup>(5)</sup>	
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Member, Reading Recovery Council of North America Member, International Literacy Association
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Certificate/License Postgraduate Professional License; Elementary Education K-6, Reading Specialist, Specific Learning Disabilities K-12; Commonwealth of Virginia Teaching License; Reading K-12, Elementary Education 1-6, Categorical Special Education (NC, SLD, K-12 District of Columbia Public Schools, Reading Specialist Prince William County Public Schools, SLD teacher, General Education teacher, Title I Reading teacher, Reading Recovery/Reading Specialist

Faculty Member Name	LITT, DEBORAH
Highest Degree, Field, & University <sup>(3)</sup>	Ph.D., Curriculum and Instruction; University of Maryland; College Park, Maryland
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Full-Time Faculty
Faculty Rank <sup>(5)</sup>	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Proposal reviewer, conference submissions, Literacy Research Association Field council representative, Literacy Research Association International Literacy Association (formerly IRA) representative to the National Joint Council on Learning Disabilities Member, Literacy Research Association, ILA, Society for the Scientific Study of Reading, NCTE, Reading Recovery Association of North America Publications and Presentations Literacy Teacher Education: Principles and Effective Practices. With Martin, S., & Place, N. Guilford Press. 2014 Can They Read This? Word Sorts for Teachers. Presentation at the Literacy Research Association Conference, Marco Island, FL December 2014 Promising Practices in Literacy Teacher Education. Session Discussant at the Literacy Research Association Conference. Marco Island, FL December 2014
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Advanced Professional Certificate, Elementary 1-6 and Middle School; Maryland State Department of Education Prince George's County Public Schools, Reading Specialist/Reading Recovery Teacher

Faculty Member Name	LUBY, MOLLY
Highest Degree, Field, & University <sup>(3)</sup>	MAT, Education, 2009. Miami University, Oxford, OH
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Adjunct faculty
Faculty Rank <sup>(5)</sup>	
Tenure Track	<input checked="" type="checkbox"/> YES

Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Ohio Teaching License, Ohio Department of Education, 2011
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Mad River Local Schools, classroom teacher -- H-3rd grade

Faculty Member Name	MOLLER, MARY CLARE
Highest Degree, Field, & University <sup>(3)</sup>	M.S., Reading Specialist; Wheelock College; Boston, MA
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Adjunct Faculty
Faculty Rank <sup>(5)</sup>	
Tenure Track	€ YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Member, RRCNA Member, IRA Reading Recovery Presentation at the National Conference in Columbus, OH; February 2012 Ongoing presentations at the Building and County Level
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Certificates/Licenses Reading specialist, PK-12; State of Virginia Elementary Education, K-6; State of Virginia Carlin Springs ES, Arlington, VA, Public Schools; Literacy Coach, Reading Recovery Teacher, Reading Specialist Long Branch ES, Arlington, VA, Public Schools; 2nd grade classroom teacher The River School, Washington, DC; 1st and 2nd grade classroom teacher Driscoll ES, Reading Specialist Aide

Faculty Member Name	MOORE, SELERYA
Highest Degree, Field, & University <sup>(3)</sup>	MA, Texas Southern University; Houston, Texas. Child Development/HEC, May 1974
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Adjunct faculty
Faculty Rank <sup>(5)</sup>	
Tenure Track	€ YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Certification; Teacher, Early Childhood Pre-K through Third Grade. District of Columbia Public Schools, Washington, DC. Member, National Association for the Education of Young Children Board member, DC Association for the Education of Young Children
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Bridges Public Charter School, External Assessor/Consultant; assessed 3 & 4 years olds. District of Columbia Public Schools; Early Childhood teacher; grade level chair, taught 3-4 year olds. District of Columbia Public Schools; education Manager, EC E/Head Start; oversight of 35 ECE classrooms.

Faculty Member Name	MORANT, TAMYKA
Highest Degree, Field, & University <sup>(3)</sup>	MAT, Teaching; Johns Hopkins University; Baltimore, MD
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Adjunct Faculty
Faculty Rank <sup>(5)</sup>	
Tenure Track	€ YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Member, NCTM, NWSA, AERA Consortium of Race, Class, Gender, Ethnicity Interdisciplinary Scholar-Fellow NWSA Women of Color Leadership Project-Fellow Publications/Presentations AERA: Towards a Portable Family Pedagogy. April 2014 NWSA Conference: Understanding the Multidimensionality of Mentorship for Underrepresented Scholars: A Labor of Love. November 2014
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Certificate/License MD Educator Advanced Professional Certificate; Maryland State Department of Education DC Public Schools, Instructional Coach Manager Community Academy Public Charter Schools, Instructional Coach Community Academy Public Charter Schools, Elementary Teacher Baltimore City Public Schools, Elementary Teacher

Faculty Member Name	NERO, CANDACE
Highest Degree, Field, & University <sup>(3)</sup>	M.Ed., Curriculum and Instruction, Reading; Trinity Washington University; Washington, DC
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Adjunct Faculty
Faculty Rank <sup>(5)</sup>	
Tenure Track	€ YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Team Leader Test Coordinator Core team member Instructional leadership team member MCPS PLCI Reading PLC Leader

Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Certificate/License Reading Specialist Advanced Professional Highly Qualified; Maryland State Department of Education Early Childhood Advanced Professional Highly Qualified; Maryland State Department of Education Montgomery County Public Schools, Reading Specialist Montgomery County Public Schools, 1st grade teacher Montgomery County Public Schools, Kindergarten teacher
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Faculty Member Name	O'NEIL, TODD
Highest Degree, Field, & University <sup>(3)</sup>	M.Ed., Reading; Trinity Washington University; Washington, DC
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	
Faculty Rank <sup>(5)</sup>	Adjunct Faculty
Tenure Track	<input type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	DC Public Schools, General Education teacher

Faculty Member Name	STEEN, BWEIKIA
Highest Degree, Field, & University <sup>(3)</sup>	Ed.D., International Multicultural Education; University of San Francisco; San Francisco, CA
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Full-time Faculty, Early Childhood Program Coordinator
Faculty Rank <sup>(5)</sup>	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Member, NAEYC Committee member, NAEYC Council for Accreditation Member, Appeals panel, NAEYC Presentations Oral Language Development in Pre-K, Oh my!; November 2014 Hear Our Voices: ACEI; March 2014 Publications Starting Young: Counting the PreK to Prison Pipeline. Journal of Black Psyychologists. 2014
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	New Haven Unified School District; grades K-2 Taught birth - 2nd grade, California

Faculty Member Name	STOCKS, JANET
Highest Degree, Field, & University <sup>(3)</sup>	Ph.D., Sociology; University of Pittsburgh; Pittsburgh, PA
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Administrator
Faculty Rank <sup>(5)</sup>	Dean
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Member, Council on Undergraduate Research Member, American Educational Research Association Member, American Sociological Association Member, AAAS Science and Human Rights Coalition Chair, Board of Governors, National Conferences on Undergraduate Research 2006-2008 Anselm Strauss Award, for Nyman, Reinikainen & Stocks, 2013, awarded by the Qualitative Family Research Network, Research and Theory Section, National Council on Family Relations to recognize significant work in the area of family theory, methods, and research that comes from a qualitative tradition. November 2014 Chatlott Nyman, Lasse Reinikainen & Janet Stocks, 2013, Reflections on a cross-national qualitative study of within-household finances. Journal of Marriage and Family 75 (June): 640-650. June 2013 Janet Stocks, 2012, Characteristics of Excellence in Undergraduate Research at Different Institutions, in Undergraduate Research, Washington DC: Council on Undergraduate Research. 2012.
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	

(3) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(4) e.g., faculty, clinical supervisor, department chair, administrator

(5) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(6) 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.

(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) e.g., 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, 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.

## 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.

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

Type and Number of Assessment	Name of Assessment <sup>(10)</sup>	Type or Form of Assessment <sup>(11)</sup>	When the Assessment Is Administered <sup>(12)</sup>
Assessment #1: Licensure assessment, or other content-based assessment (required)	PRAXIS II  Previously submitted March 2015  No conditions noted	Licensure Assessment	Prior to Licensure
Assessment #2: Assessment of content knowledge in elementary education (required)	COMPREHENSIVE EXAM  INTERNSHIP READINESS ASSESSMENT  Previously submitted March 2015  No conditions noted	Comprehensive Exam	Prior to Student Teaching
Assessment #3: Assessment of candidate ability to plan instruction (required)	UNIT PLANS	Instructional Units	EDTE 621 Teaching for Mathematical Understanding  EDTE 622 Teaching for Scientific Inquiry  EDTE 623 Language, Literature, and Culture
Assessment #4: Assessment of student teaching (required)	STUDENT TEACHING EVALUATION	Practicum Evaluation	EDTE 673 Supervised Student Teaching in Elementary Education
Assessment #5: Assessment of candidate effect on student learning (required)	TUTORING PROJECT	Project	EDTE 628 Literacy Assessment and Instruction for Upper Elementary Years
Assessment #6: Additional assessment that addresses ACEI standards (required)	VIDEO LESSON	Lesson Plan Reflection	EDTE 627 Literacy Assessment and Instruction for Early and Emergent Readers
Assessment #7: Additional assessment that addresses ACEI standards (optional)	STANDARDS PORTFOLIO	Portfolio	EDTE 689 Advanced Seminar in Teaching
Assessment #8: Additional assessment that addresses ACEI standards (optional)	ACTION RESEARCH CASE STUDY	Case Study	EDTE 689 Advanced Seminar in Teaching

(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).



community and actively seek out opportunities to grow professionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**SECTION IV - EVIDENCE FOR MEETING STANDARDS**

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 and scoring guides 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 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 than 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 NCATE’s unit 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 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 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. CONTENT KNOWLEDGE: Data from licensure tests or professional examinations of content knowledge. ACEI standards addressed in this entry could include but are not limited to 2.1-2.7. 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.**

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

**2. CONTENT KNOWLEDGE: Assessment of content knowledge in the language to be taught. ACEI ACEI standards addressed in this entry could include but are not limited to Standards 2.1-2.7. 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; written interpersonal/presentational tasks; capstone projects or research reports addressing cross-disciplinary content; philosophy of teaching statement that addresses the role of culture, literature, and cross-disciplinary content; and other portfolio tasks.**

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

(15) 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

**3. PEDAGOGICAL CONTENT KNOWLEDGE:** 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 5.1-5.2. 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.) Provide assessment information as outlined in the directions for Sections IV.

ASSESSMENT 3 Unit Plans

See **Attachment** panel below.

**4. PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:** Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively 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 5.1-5.2. The assessment instrument used in student teaching and the internship should be submitted.

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

ASSESSMENT 4 Student Teaching Evaluation

See **Attachment** panel below.

**5. EFFECTS ON STUDENT LEARNING:** Assessment that demonstrates candidate effects on student learning. Standards ACEI standards that could be addressed in this assessment include but are not limited to 2.1-2.7, 3.1, and 4.0. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys .

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

ASSESSMENT 5 Tutoring Project

See **Attachment** panel below.

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

Provide assessment information as outlined in the directions for Section IV

ASSESSMENT 6 Video Lesson

See **Attachment** panel below.

**7. 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 as outlined in the directions for Section IV

ASSESSMENT 7 Standards Portfolio

See **Attachment** panel below.

**8. 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 as outlined in the directions for Section IV

ASSESSMENT 8 Action Research Case Study

See **Attachment** panel below.

**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)**

Data from candidates were carefully analyzed in order to evaluate the effectiveness of the MAT Elementary Education Program. In previous years, and in the academic year of 2015, data are used to improve candidate performance and to strengthen the Elementary Education program. Data were collected through Praxis II scores, the Internship Readiness Exam, and six (6) key assessments that are housed within courses in the elementary program: Unit Projects in Math, Science and Social Studies; Video Lesson; Tutoring Project; Student Teaching Evaluations; Standards Portfolio; and an Action Research Case Study.

Assessment data was collected from the academic year 2015 and assessed for the purposes of addressing feedback from accreditation results. Data collected from each assessment indicate that candidates are meeting and exceeding standards as indicated by InTASC and ACEI. The majority of candidates are meeting and exceeding ACEI and InTASC standards.

Very few candidates are approaching the standards according to assessment results. When candidates are approaching standards, faculty analyze the data and determine strategies designed to improve candidate performance. Strategies include more focus on key topics such as lesson planning; pedagogical and content knowledge; and reflection before, during, and after instruction.

An example of a program improvement made based on candidate data is the video lesson assignment added to EDCC 541, Foundations of Education: The Art of Teaching and Learning, so that faculty can detect, early on, candidates' ability regarding classroom instruction and classroom management. Early detection of candidates who need support with classroom instruction and behavior management allows faculty members to better support and intervene with candidate academic development.

Also, based on feedback received during the accreditation process, several grading rubrics have been updated to more effectively assess candidate performance. Rubrics were revised to offer faculty members more specific criteria in which to assess student performance on InTASC and ACEI standards and principles. Faculty anticipate that the improved rubrics will heighten their ability to assess candidate progress and address areas where candidates need support and intervention.

## **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 NCATE web site at <http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx>**

**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 NCATE web site at <http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/ResponsetoConditionsReport/tabid/454/Default.aspx>**

**(Response limited to 24,000 characters.)**

To address the Response to Conditions Reports, data were collected and analyzed from the 2015 academic year. Requested revisions included making key assessment rubrics more specific and formatted to address each standard separately. Each rubric was carefully analyzed and examined in order to design the most effective layout for assessing candidate performance.

Rubrics for the following key assessment were updated: Unit Projects in Math, Science, and Social Studies; Video Lesson; Tutoring Project; Student Teaching Evaluation; Standards Portfolio; and the Action Research Case Study. Rubrics were designed to separately assess each applicable ACEI or InTASC standard.

As a result of the updated rubrics, faculty can better assess student performance in the various areas of instruction, content knowledge, pedagogical knowledge, professional skills and dispositions, professional reflection, and candidate learning.

As a result of the updated rubrics, faculty were able to determine that the majority of candidates in the MAT Elementary Education program are meeting and exceeding the standards as indicated by ACEI and InTASC. Very few candidates are approaching the standards, and in the event of a student approaching the standard on a key assessment, faculty are able to effectively assess the area of instruction in which candidates need more support. As a result of careful assessment of candidate data, faculty are discussing and determining strategies to better support students in the areas of reflection and lesson planning.

**Please click "Next"**

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