

# NATIONAL RECOGNITION REPORT

## Preparation of Middle School Educators (2001 Standards)

### Initial Teacher Preparation

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

#### COVER PAGE

##### Name of Institution

Lock Haven University of Pennsylvania

##### Date of Review

MM DD YYYY

02 / 01 / 2015

##### This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

##### Program Covered by this Review

Middle Level Education

##### Grade Level<sup>(1)</sup>

4-8

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

##### Program Type

First Teaching License

##### Award or Degree Level

- Baccalaureate
- Post Baccalaureate
- Master's

#### PART A - RECOGNITION DECISION

##### SPA Decision on NCATE Recognition of the Program:

- Nationally recognized

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

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

The program meets or exceeds an 80% pass rate on state licensure exams:

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

**Comments, if necessary, concerning Test Results:**

The pass rate for the Spring 2014 graduating class exceeded 80%.

**Summary of Strengths:**

Strengths were included in the initial program review report.

**PART B - STATUS OF MEETING SPA STANDARDS**

**Middle Level Courses and Experiences.** Institutions preparing middle level teachers have courses and field experiences that specifically and directly address middle level education.

- |                                  |                       |                       |
|----------------------------------|-----------------------|-----------------------|
| Met                              | Met with Conditions   | Not Met               |
| <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Comment:**

This requirement was met in the initial program report.

**Qualified Middle Level Faculty.** Institutions preparing middle level teachers employ faculty members who have middle level experience and expertise.

- |                                  |                       |                       |
|----------------------------------|-----------------------|-----------------------|
| Met                              | Met with Conditions   | Not Met               |
| <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Comment:**

This requirement was met in the initial program report.

**Standard 1. Young Adolescent Development.** Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.

- |                                  |                       |                       |
|----------------------------------|-----------------------|-----------------------|
| Met                              | Met with Conditions   | Not Met               |
| <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Comment:**

This standard is met based on documentation included in the Response to Conditions Report.

**Standard 2. Middle Level Philosophy and School Organization.** Middle level teacher candidates

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

Met



Met with Conditions



Not Met



**Comment:**

This standard is met based on documentation included in the Response to Conditions Report.

**Standard 3. Middle Level Curriculum and Assessment.** Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.

Met



Met with Conditions



Not Met



**Comment:**

This standard is met based on documentation included in the Response to Conditions Report.

**Standard 4. Middle Level Teaching Fields.** Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.

Met



Met with Conditions



Not Met



**Comment:**

This standard is met based on documentation included in the Response to Conditions Report.

**Standard 5. Middle Level Instruction and Assessment.** Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

Met



Met with Conditions



Not Met



**Comment:**

This standard is met based on documentation included in the Response to Conditions Report.

**Standard 6. Family and Community Involvement.** Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents.

Met



Met with Conditions



Not Met



**Comment:**

This standard is met based on documentation included in the Response to Conditions Report.

complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals

Met

Met with Conditions

Not Met



**Comment:**

This standard is met based on documentation included in the Response to Conditions Report.

**PART C - EVALUATION OF PROGRAM REPORT EVIDENCE**

**C.1. Candidates' knowledge of content**

Assessment data and other information provided in the program report document that middle level teacher candidates have content knowledge.

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

Assessment data and other information provided in the program report document that middle level teacher candidates understand and apply middle level pedagogical and professional content knowledge, skills, and dispositions.

**C.3. Candidate effects on P-12 student learning**

Assessment data and other information provided in the program report document that middle level teacher candidates have an impact on young adolescent learning.

**PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS**

**Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)**

The program report included examples of program improvements that have been by faculty members based on aggregated data from assessments.

**PART E - AREAS FOR CONSIDERATION**

**Areas for Consideration**

Program faculty members had done an outstanding job of revising program assessments for the middle level teacher preparation program to more directly incorporate the content and language of AMLE Middle Level Teacher Preparation Standards. It is recommended that these assessments be examined to assure they reflect the content of the new AMLE Standards so that aggregated data for the new standards will be available for use in the next program review cycle. Please note that the number of standards has been reduced from nine to five. These standards are available on the AMLE website at: <http://www.amle.org/AboutAMLE/ProfessionalPreparation/AMLEStandards.aspx>

**PART F - ADDITIONAL COMMENTS**

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

None

None

## PART G - DECISIONS

### Please select final decision:

- National Recognition.** The program is recognized through the semester and year of the institution's next NCATE accreditation decision in 5-7 years. **To retain recognition, another program report must be submitted mid-cycle (2 years in advance for a 5-year cycle and 3 years in advance for a 7-year cycle) before the next scheduled accreditation visit.** The program will be listed as nationally recognized through the semester of the next NCATE accreditation decision on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation decision, in its published materials. National recognition is dependent upon NCATE accreditation. *Please note that once a program has been nationally recognized, it may not submit another report addressing any unmet standards or other concerns cited in the recognition report.*

Please click "Next"

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