NCATE recognition of this program is dependent on the review of the program by representatives of the National Middle Schools Association (NMSA).

**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:
Comment:

Middle level candidates must successfully pass Praxis II content tests in mathematics, science, English or social studies. They must also pass the Principles of Learning and Teaching to receive licensure. The overall pass rate is 87 percent.

Summary of Strengths:

The first group of middle level candidates graduated in the spring of 2003.
The program requires the candidates to complete 123-124 hours of coursework and field experiences with an overall 2.50 GPA.
Middle level teacher candidates are prepared in two content concentrations of their choice: (1) language arts, (2) social studies, (3) science, and/or (4) mathematics.
All candidates must pass Praxis II content area examinations required by South Carolina for state teacher certification and performance criteria listed in student teaching evaluations.
Candidates must earn at least a satisfactory rating on each component of their School of Education portfolio to begin student teaching (see Assessment 3 for portfolio requirements). NMSA/NCATE-approved middle level teacher preparation standards are used in the program. Assessments are aligned with these standards.
Data have been collected and analyzed for three years. Program changes have been made based on data analysis.

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.

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Comment:

Courses designed specifically for middle level teaching include: SEDS 342: Clinical I in Middle Level Education, SEDS 440: Clinical II in Middle Level Education, SEDS 441: Middle School Curriculum and Methodology, SEDS 445/6/7/8: Middle School Content Concentration Methods, SEDR 418: Literacy in Middle and Secondary School, SEDS 450: Clinical III in Middle Level Education, and SEDS 480: Directed Teaching (Student Teaching) in Middle School.

The program includes a sequence of field experiences that provides candidates with opportunities to gain middle level experience in public school settings. Three one-hour field experience courses are co-requisites to education courses, and together with a full semester of directed student teaching they provide a minimum of 100 hours in the classroom. Clinical I (30 hours) focuses on diversity in the school and the classroom. Clinical II (30 hours) allows for the concurrent learning and practice of instructional and pedagogical methods. Theoretical practices are presented in the courses and practiced in the field experiences. Clinical III (40 hours) focuses on classroom environment and management. Student teaching (15 weeks) in public middle schools finds candidates teaching full time and assuming
all responsibilities of the cooperating teacher. Six observation times using a formative assessment and one using a summative assessment are used for evaluation, in addition to a teacher work sample with eight components and complete domain components for candidates' exit education portfolios.

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

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**Comment:**
Program faculty members have middle level experience and expertise.

**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.

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**Comment:**
Assessments 1, 2, 3, 4, 5, 6, and 7 contain elements applicable to Standard 1.

**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.

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**Comment:**
Assessments 1, 2, 3, 4, 5, and 7 contain elements applicable to Standard 2. This standard is well integrated through Clinicals I, II, and III and the exit portfolio. The ideal middle school project was added at the conclusion of Clinical II.

**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.

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**Comment:**
Assessments 1, 2, 3, 4, 5, and 7 address this standard.

**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
Several assessments address the content knowledge of candidates in the program, including 1, 2, 3, 4, 5, and 7.

**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.

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**Comment:**
Assessments 1, 2, 3, 4, 5, and 7 incorporate indicators from this standard.

**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.

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**Comment:**
Assessments 4, 5, 6, and 7 incorporate some of the knowledge level indicators from this standard. The ethnography project was added as a part of Clinical I to strengthen this connection. This assignment asked candidates to examine various components of the community and school culture and the impact these components have on the school experience of a middle school student.

**Standard 7. Middle Level Professional Roles.** Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.

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**Comment:**
Assessments 3, 4, 5, and 7 address this standard.

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

**C.1. Candidates’ knowledge of content**
This requirement is met. The overall pass rate on Praxis II content tests is 87 percent. Data from middle level field experiences also document that middle level teacher candidates have a strong knowledge base in their content areas/teaching fields.
C.2. Candidates’ ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

Data from program assessments document that middle level teacher candidates have a comprehensive understanding of pedagogical and professional content knowledge and are able to apply that knowledge effectively in middle level classrooms.

In a meeting with the secondary education majors, the course instructor focused on middle grades education topics such as the content of This We Believe, advisory programs, integrated curriculum, etc. During spring 2006, the class met on site at a local middle school, which enhanced teacher candidates’ knowledge of the inner workings of a middle level school.

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

A teacher work sample assignment was designed and implemented across the unit in response to NMSA/NCATE and the need to provide evidence of student learning in the K-12 classroom. Data from the teacher work sample indicate that middle level teacher candidates have positive effects 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)

Program faculty members have used aggregated data to improve the program. The structure and content of several core program courses have been revised. The structure and nature of middle level field experiences have been revised based on data analysis. Program assessments have also been revised based on data that include feedback from teacher candidates.

PART E - AREAS FOR CONSIDERATION

Areas for Consideration

None

PART F - ADDITIONAL COMMENTS

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

None

F.2. Concerns for possible follow-up by the Board of Examiners:

None

PART G - DECISIONS

Please select final decision:

Program is nationally recognized. 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 before that review. 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.
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 a revised report addressing any unmet standards or other concerns.

Please click "Next"

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