

NCATE
NATIONAL MIDDLE SCHOOL ASSOCIATION
SUMMARY OF COMPLIANCE WITH SPECIALTY GUIDELINES

First Critique

National Middle School Association

Institution: **Southern Connecticut University (CT)**

Program: Middle Level Teacher Education

Date of Review: Summer 2002

Degree Level(s): Initial

PERCEIVED PROGRAM STRENGTHS AND WEAKNESSES:

Perceived Strengths:

- Specialized middle level courses and middle level field experiences are included in the program.

Perceived Weaknesses:

- Reviewers were unable to find documentation that most standards were met. Information provided about course content was limited to brief catalog descriptions. Course syllabi and/or detailed descriptions of middle level courses are needed to document course content and related information.

OTHER COMMENTS:

Southern Connecticut University is encouraged to submit a rejoinder that includes documentation of course content.

SUMMARY OF PROFESSIONAL ORGANIZATION REGARDING COMPLIANCE
OR NON-COMPLIANCE WITH SPECIALTY GUIDELINES:

Programs in Compliance:

Programs Not in Compliance:

Middle Level Teacher Preparation - Basic

Additional Information Needed:

See comments in “Perceived Weaknesses” section above.

Rejoinders: A rejoinder may be filed with NCATE if you feel a rating is not accurate for a given standard. Please include a clarification and supporting evidence for each change in rating being sought. The purpose of the NMSA review is to determine compliance with NMSA/NCATE Standards for Middle Level Teacher Preparation. If additional information is needed, please contact: Dr. Ken McEwin, Program Review Coordinator, Department of Curriculum and Instruction, College of Education, Appalachian State University, Boone, NC 28608. Office: 828 262-2200. FAX: 828 262-2686. E-mail: mcewinck@appstate.edu

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Review: First

Standard	Rating	Comments
1. Identifiable Program	Met	An identifiable middle level teacher preparation program is described in the materials submitted for review.
2. Nature and Needs of Early Adolescents	Met	There is an emphasis on study of the nature of early adolescence and the needs of young adolescents in the program.
3. Young Adolescent Development in the School Context	Not Met	<p>Reviewers did not find sufficient information in the materials submitted to document that this standard is met.</p> <p>The information provided is general and seldom includes direct links to the young adolescent and/or middle level educational practices that are developmentally responsive (e.g., advisory programs, instructional strategies). Reviewers need relevant syllabi that document that this standard is addressed.</p>
4. Philosophy and School Organization	Not Met	<p>Reviewers did not find sufficient information in the materials submitted to document that this standard is met. It may be met by courses such as <i>EDU Principles of Middle Grades Education</i>. However, reviewers could not assume that is the case without course syllabi to describe and document course content.</p>

5. Curriculum, Pedagogy, and Assessment	Not Met	Reviewers did not find sufficient information in the materials submitted to document that this standard is met. It may be met by courses such as <i>EDU Middle School Integrated Curriculum</i> . However, reviewers could not assume that is the case without course syllabi to describe and document course content.
6. Collaboration	Met	There seems to be an emphasis on the importance of collaboration in the program.
7. Teaching Fields and Pedagogy	Not Met	Two teaching fields are not required.
8. Field Experiences	Met	Early and continuing middle level field experiences are provided in the program.

<p>OVERALL, THIS PROGRAM:</p> <p><input type="checkbox"/> Meets NMSA/NCATE Standards</p> <p><input checked="" type="checkbox"/> Does not meet the NMSA/NCATE Standards</p> <p><input type="checkbox"/> Cannot be determined because of insufficient or difficult to understand information.</p>
