**Response to NCTQ Rating**

**Graduate Elementary Program**

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| **Standard** | **NCTQ Criticism** | **Response** |
| Early Reading | Little or no evidence of adequate instruction on the components of effective reading instruction. | Each of the 4 courses in ECED literacy (12 credit hours) cover phonics, phonemic awareness, fluency, vocabulary and reading comprehension as required by the learned societies NRC and ARA. These topics are complex and would never be taught in only one course. KSU has them sequenced concepts in a particular order across the age band/grade of the child/school. NCTQ did not recognize professional experience of instructors as an evaluation criterion, though doing so would acknowledge the complexity of teaching and the professional judgment required for the task of teaching reading. All 5 of the professors who teach literacy have over 45-60 combined years of professional experiences as literacy specialists in schools. Three of the course texts used as “core” at KSU were rated as acceptable according to NCTQ scoring criterion but ECED received no recognition in literacy/reading instruction.  |
| Lesson Planning | KSU does not demand that candidates satisfy a full range of instructional design requirements. | ECED candidates are introduced to and practice a number of different formats depending on the contexts in which students are teaching. Commonly, planning involves pre-assessment/observation, reflection upon observation and assessment, integration of developmental needs of children and/or integration of subject matter standards; introduction to lesson, materials needed, instructional pace, demonstrations, oral and demonstrated delivery of expectations or examples for students, and follow up reflection upon observed responses of children including post assessments and student’s responses or integration of new learning. Lesson planning is often delivered in sequenced delivery depending upon the sophistication of the curriculum. The technology course is offered prior to entry into professional coursework so NCTQ did not assess that full syllabus and course credit (3). Technology is utilized frequently in the construction of lessons and documentation of student learning experiences. Smart board demonstrations, digital photography, powerpoints/embedded video, animoto, and other programs are often used. The institution’s use of the teacher evaluation system, TPA, expects video documentation of a segment of student teaching for final evaluation. Our technology course is covered prior to entry into professional coursework so NCTQ did not assess that full syllabus and course credit (3). We do not know what the reviewers consider “pseudo-scientific” planning in their criticism of the methods of instruction candidates employ. |
| Student Teaching | The program does not provide student teachers with sufficient feedback after observations. | KSU student teachers in ECED experience two instances of direct supervision from paid supervisors in the field; these observations involve at least 4 direct observations of about 2 hours each with NCATE approved and NAEYC utilized assessments. Additionally students engage in field experiences, with faculty supervision and feedback, in math education twice during the course of their study. They also participate in clinical field experiences across subject matter specializations (science, literacy tutoring and balanced literacy groups, social studies).  |

**Graduate Secondary Program**

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| **Standard** | **NCTQ Critique** | **Secondary MAT Response** |
| Common Core High School Content  | The program does not provide sufficient content in science and social studies | Prior to being admitted into the MAT program, prospective students must complete the required content coursework that they will need for state licensure. In many cases this is actually more content than they would need to receive an undergraduate degree in that content area (Mathematics education in particular). Students begin the program taking a course entitled Principles of Secondary Teaching. In this course students are introduced to curriculum theory and begin to craft unit and lesson plans. As part of this process students draw upon the proper state standards for their content area. When students take their content specific methods courses in the fall they are required to again draw upon the state standards for their content area. I say state standards because the common core is used in Language Arts and Mathematics and not in Science and Social Studies. However, the social studies students are using the Language Arts common core as part of developing lesson plans because the Language Arts common core standards do reference social studies. Therefore, in our social studies methods courses, we use the national social studies standards--<http://www.socialstudies.org/standards>—and in our science methods courses, we use the national science standards--<http://www.nextgenscience.org/next-generation-science-standards>).  |
| Student Teaching | Candidates do not receive sufficient feedback; the program does not communicate with districts; the program does not assert its role in the identification of characteristics of cooperating teachers and their selection. | The MAT program piloted a Co-Teaching model of student teaching during the 2012-2013 academic year. The co-teaching model was developed at St. Cloud University and has shown to increase student test scores and is designed to have student teachers and cooperating teachers work closely to co-develop unit and lesson plans, to assess students to work collaboratively to improve student learning in the classroom. Our experience with the pilot was such a success that we have moved our entire program to the co-teaching model. During the pilot KSU faculty met with cooperating teachers, student teachers and supervisors to ensure that expectations were clear, to provide staff development on the co-teaching model and to support the rigorous nature of the model. Students are observed at least six times during their student teaching semester by their university supervisor and once by the MAT program coordinator. Each observation includes a pre- and post-observation conference. Students complete a pre-observation form that is used to then help guide the post-observation conference. Students receive written feedback after each observation as well as midterm and final evaluations.  |
| Classroom Management | Candidates receive feedback only about significant student misbehavior; candidates do not receive feedback concerning minimally disruptive students. The program does not include teaching candidates how to establish positive learning environments and standards for student behavior. | We found this criticism interesting in that it suggests that only minimal feedback is provided regarding classroom management. Our experience with the co-teaching model as well as with traditional placements suggests that supervisors and cooperating teachers routinely focus the majority of their initial attention on classroom management during post-conferences. Written feedback as well as modeling is a routine part of the feedback our student teachers receive. Classroom management is also part of the second summer session of courses. Students take Instructional Strategies and Classroom Management as part of developing a cohesive balance between engaged planning and creating a democratic classroom climate.  |
| Lesson Planning | Candidates are not required to utilize a full range of instructional designs- technology applications, ELL students, extending instruction for those who have mastered required task; the program teaches pseudo-scientific methods of instruction. | As mentioned with the common core comments above, lesson planning is a central feature of the MAT program and is integrated in to virtually each of the courses students take. Students are required to follow the common core or appropriate state and national standards for their content area throughout the program and student teaching. Since we also stress the importance of value-added measures, the importance of lesson planning is vital to ensuring student success.  |