

BS Education (Mathematics Teaching Field) 2004-05

I. Mission / Purpose:

The Citadel views the classroom teacher (secondary level) as an individual who combines expertise in a teaching field (specialty studies) with the clinical problem-analysis, problem-solving, decision-making skills of a professional (professional studies). Insofar as professional studies, the following specific goals are applicable to the basic certification programs. Graduates with a B.S. in Education should demonstrate the following competencies:

1. a knowledge of the content of the emotional and psychological needs of students and of himself;
2. an ability to think critically, to make reasoned judgements, and to pursue a disciplined method of inquiry;
3. an ability to evaluate a variety of strategies for teaching and learning,
4. a knowledge of the school in relation to the political and social system.

II. Expected Results:

It is expected that 100% of the students will graduate with a 2.5 or higher and will have successfully passed all sections of the PRAXIS I. The student will have completed all dimensions of the ADEPT successfully, *be rated with either agree or strongly agree that the candidate knows and is able to successfully teach Science content by the Science certified supervising teacher during internship*, and will complete the internship with a grade of B or higher.

III. Assessment Tools:

- PRAXIS I
- PRAXIS II
- *Content area indicators rubric*
- Cooperating Teacher Evaluations
- Comprehensive portfolios based on internship
- Evaluation by college supervisors
- Successful classroom experience (60 days)
- Successful field experiences

IV. Assessment Results/Actions Taken/Resources Needed:

Through the alignment of this program with current NCTM standards, the program has had significant changes. Because there are currently no candidates in the program, the institution eliminated the program. Work has begun on a new middle level program that will hopefully encourage student to pursue mathematics education as a degree option. Because of this change, there has been no collection of data. Implementation of the revised program will provide additional data during the 2005-2006 year.

Once implemented, all candidates are to take the subject area portion of PRAXIS II prior to student teaching. The results will be reported at the end of each spring semester. Along with the quantitative data derived from PRAXIS II results, qualitative data will be evaluated from the professional portfolios; ADEPT instruments completed during student teaching, and cooperating teacher and university supervisor evaluations. Student surveys will be sent to graduates one year after the date of graduation. This information will help to determine if the desired results of the program have been carried through to the induction year.

An additional Content Area Indicators evaluation rubric has been added to the group of assessments. This evaluation instrument is to be completed by the South Carolina Mathematics certified teacher that serves as the clinical supervisor for the student intern. For a candidate to successfully complete their internship, the supervising teacher must feel comfortable agreeing that the candidate has appropriate and adequate content background.

In order to be able to effectively use the information derived from the data, it will be necessary to compile all of the information at the end of each academic year and report data results in conjunction with the expected outcomes. During this period, follow-up surveys will be forwarded to all graduates from the secondary education program. These data will be analyzed and compiled with other information in order to make decisions about the program.

During the past year, the institution eliminated its BS in Secondary (7-12) Education Mathematics Teaching Field program. There are no remaining candidates in the program who will complete their program of study over the coming years. However, the institution has begun the process of preparing a Middle Grades (6-8) Mathematics Education program in the hopes that new students will be encouraged to become teachers. (In this program, undergraduate candidates will seek certification in two content areas.)

The Mathematics department has also recently recruited and hired an additional faculty member with K-12 experience to enhance their teacher preparation capabilities.

Resources needed:

- 1. To facilitate organization, evaluation and dissemination of the data that is accumulating on Teacher Candidates, the Teacher Education Division needs access to a database collection system and technology support. Further, because of needed unit alignment, this system needs to mesh with programs utilized by the other divisions.***
- 2. Due to the retirement of a key faculty member, growing numbers of undergraduate students, and concerns about the use of adjunct university instructors and supervisors, additional faculty members are needed in the Teacher Education Division.***
- 3. Continued support from Mathematics faculty in terms of programmatic changes, advising and the supervision of student interns is needed. It would be helpful to Mathematics faculty if their activities in relation to this program were recognized in some formal way by the administration.***