Eastern Kentucky University
College of Education

Preparing Effective Professional Educators

National Council for Accreditation of Teacher Education (NCATE)
Kentucky Education Professional Standards Board (EPSB)

Institution Report
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OVERVIEW

A. Institution

A1. What is the institution’s historical context?

The Kentucky General Assembly of 1906 enacted legislation establishing the Eastern Kentucky State Normal School. Governor J. C. Beckham signed the bill into law on March 21, 1906. On May 7 of that year, the Normal School Commission meeting in Louisville selected the campus of the old Central University, founded in 1874 in Richmond, Kentucky, as the site of the new school. On June 2, 1908, Ruric Nevel Roark was chosen President of the Normal School and the training of teachers was begun.

In 1922, Eastern Kentucky University became a four-year institution known as the Eastern Kentucky State Normal School and Teachers College. The first degrees were awarded by this institution in 1925. In 1928, the College was accredited by the Southern Association of Colleges and Secondary Schools. In 1930, the General Assembly renamed the school the Eastern Kentucky State Teachers College. A graduate program was approved at Eastern in 1935 leading to the Master of Arts degree in Education. In 1948, the General Assembly removed the word “Teachers” from the name of the college and granted the college the right to award nonprofessional degrees. The most significant day since its founding came for Eastern on February 26, 1966 when Governor Edward T. Breathitt signed into law a bill renaming the institution Eastern Kentucky University (EKU) and sanctioning the awarding of graduate degrees in academic fields other than education.

During this period of time, Eastern Kentucky University has increased rapidly in size and stature. Beginning with a few students engaged in short review and certificate courses, the University serves thousands of Kentuckians today. The curriculum leads to associate degrees, baccalaureate degrees, and an expanding graduate program that currently offers degrees at the master’s level in many other fields as well as the already well-established Master of Arts degree in Education and the various fifth and sixth year leadership certification programs in education. Specialist degree programs have been implemented in education and psychology.

In 2008, EKU offered its first doctoral degree, the Doctor of Education (Ed.D.). In addition to these programs, Eastern Kentucky University offers joint doctoral programs with cooperating institutions. Ever mindful of the purpose of its founding, Eastern continues to recognize its historic function of preparing quality teachers for the elementary, middle grades and secondary schools of the Commonwealth. However, a strong liberal arts curriculum leading to appropriate degrees, together with pre-professional courses in several areas and graduate programs, enables Eastern to serve the Commonwealth as a regional comprehensive university.
A2. What is the institution’s mission?

Current Mission
Eastern Kentucky University is a student-centered comprehensive public university dedicated to high-quality instruction, scholarship, and service.

Proposed New Mission
As a comprehensive public institution, Eastern prepares students to lead productive, responsible, and enriched lives. To accomplish this mission, the University emphasizes:

1. Student Success,
2. Critical and Creative Thinking and Effective Communication, and
3. Regional Stewardship.

A3. What are the institution’s characteristics and type of institution?

Eastern Kentucky University is a regional, coeducational, public institution of higher education offering general and liberal arts programs, pre-professional and professional training in education and various other fields at both the undergraduate and graduate levels, and an educational doctorate. Located in Richmond, Madison County, Kentucky, Eastern has a distinguished record of more than a century of educational service to the Commonwealth.

A4. Overview - Exhibits Related to the Institutional Context

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B. The unit

B1. What is the professional education unit at your institution and what is its relationship to other units at the institution that are involved in the preparation of professional educators?

The Professional Education Unit at Eastern Kentucky University includes the Colleges of Education, Arts and Sciences, Business and Technology, Health Sciences and Justice and Safety. Across these five colleges, it has the following ten purposes:

1. To increase the knowledge of our candidates by providing courses of study for academic majors in education, including certification programs for teachers and other supporting school personnel, and programs for related human services personnel;
2. To provide the academic and field experiences necessary for candidates to function effectively in a culturally diverse society;
3. To provide academic, field experiences and pedagogical skills in preparing teachers to ensure that they make a difference in their own lives and the lives of the children they teach;
4. To provide a program of academic advising for candidates majoring in programs within the unit;
5. To cooperate in providing teacher certification programs which emphasize the use of technology in teaching and learning and develop the dispositions that support the belief that ALL children can learn;
6. To encourage the development of interdisciplinary programs/courses across the five colleges in the unit;
7. To encourage the improvement of the teaching-learning relationship through improvement of instruction, utilization of available resources, and academic program review and evaluation;
8. To serve the community and the region by working cooperatively with their school systems;
9. To engage in research to advance knowledge and enhance the primary function of instruction; and
10. To provide leadership in education reform.

The Professional Education Programs as part of the Professional Education Unit at EKU are dedicated to preparing the highest quality educators and related professionals for Kentucky and beyond. Our graduates integrate content, effective pedagogical skills, and dispositions that foster life-long growth and learning. Being true to our heritage as a school of opportunity, EKU provides a climate that supports, challenges, and enriches candidates aspiring to careers in a diverse society.

B2. How many professional education faculty members support the professional education unit?

Overview Table 1 – Professional Education Faculty

B3. What programs are offered at your institution to prepare candidates for their first license to teach?

Overview Table 2 – Initial Teacher Preparation Programs and Their Review Status

B4. What programs are offered at your institution to prepare advanced teacher candidates and other school professionals?

Overview Table 3 – Advanced Preparation Programs and Their Review Status

B5. Which of the above initial teacher preparation and advance preparation programs are offered off-campus or via distance learning technologies? What alternate route programs are offered?

Off-campus or via distance learning offerings are (1) The Elementary Education (P-5) program is offered at the EKU Corbin Campus, and (2) The Library Science program is offered online.

The Master of Arts in Teaching program offers an alternative route for candidates, who wish to be employed while they finish their degree program. Eastern Kentucky University offers an
umbrella alternative certification program to prepare teachers and administrators in all EPSB-approved programs.

B6. What substantive changes have taken place in the unit since the last visit?

Overview

| EXHIBIT | Substantive Changes 2003-2010 |
Conceptual Framework

Overview

In this section, a brief overview is provided. A link to the full text document of the Conceptual Framework is located at the end of this section.

The conceptual framework of the Professional Education Unit at Eastern Kentucky University establishes the shared vision for the unit. This vision supports all aspects of the preparation of professional educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. Additionally, it:

- is the guiding structure of the unit,
- is infused throughout the unit,
- demonstrates the unit’s values and beliefs, and
- ensures that administrators, faculty, K-12 partners and candidates are working toward the same articulated goals, and ensures that these goals encourage professionally sound commitments and dispositions.

Mission Statement

Preparing Effective Professional Educators*

The most important element in fostering meaningful learning is an effective professional educator. We define that person as a unique amalgam of at least five elements: strong dynamic understanding of content, significant pedagogical skills, and dispositions that foster growth and learning in others, broad skills in technology and an acknowledgement of the proposition that ALL Children, whatever their diverse background, can learn.

Our mission is: To “Prepare Effective Professional Educators” while enhancing the proficiencies of our candidates in the areas of Knowledge, Pedagogy, Dispositions, Technology and Diversity. We expect our colleagues to be absolutely committed to individualized teaching and learning. We are “a school of opportunity,” and we emphasize giving each individual student opportunities to move from where he or she is to where he or she needs and wants to be.

Our plan is to build a “seamless model” for recruiting, educating, retaining, and renewing Kentucky’s educators and create a site for developing the next generation of educator preparation programs founded upon collaboration among all education stakeholders. We expect all of our colleagues to be active scholars. This means staying current in professional fields via participation in state, regional and national professional organizations and being actively involved in the creation of new knowledge that strengthens teaching and enhances our professions.
Our operational philosophy is based on cooperation, trust, and interdependence among faculty, staff, administrators, P-12 and helping-profession partners, and students. We are building a vibrant learning community whose members respect, depend upon, and cooperate with one another. This system allows us to make decisions effectively and inclusively promote the mission.

*Professional Educators include Teachers, Counselors and Administrators

**Vision for the Future**

The vision for the College of Education (COE) is aligned with the Eastern Kentucky University's mission and strategic plan to enhance regional stewardship, improve candidate success, and implement our quality enhancement plan. In the area of regional stewardship, the COE is developing a Center of Educational Research in Appalachia to help schools and communities in our region improve jointly and simultaneously. The Center is employing Educational Extension Agents to improve collaborative efforts within the twenty-two counties in our service region on educational, medical, and economic development initiatives. To improve candidate success, we have looked at the data and are planning to imbed Kentucky Common Core Standards in our teacher education curriculum, raise admission requirements, and create a yearlong internship. As part of our quality enhancement plan, we are creating candidate learning outcomes and assessments to help our graduates think and write critically and creatively.

**Institutional and Unit Philosophy, Purpose, and Goals:**

Eastern Kentucky University is a student-centered, comprehensive public university dedicated to high-quality instruction, scholarship, and service. Eastern Kentucky University's Professional Education Programs support this institutional mission and the college mission by continuing to focus on the vision that the programs prepare effective professional educators contributing to the growth of our diverse society. The mission and vision are based on an extensive body of research exploring the characteristics of effective helping professionals. At Eastern, candidates are provided opportunity to acquire both depth and breadth in knowledge of subject matter; to study and practice the skills of teaching; to reflect upon personal abilities, interests, and dispositions as they relate to helping diverse populations learn and grow; and to develop skills in the use of technology in learning.

The effective educator is perceived as one who is able to integrate content and skills with personal dispositions in order to help all students learn and develop. The primary goal of the professional education programs is to help pre- and in-service educators become more effective people contributing to the growth of our diverse society.

The five major elements of the EKU Professional Education Conceptual Framework, **Knowledge, Pedagogical Skills, Dispositions, Technology,** and **Diversity**, are based upon and are aligned with Kentucky's Teaching Standards and support the Institutional Goals found in the Strategic Plan of the University, (The teaching standards and institutional goals addressed are indicated under each element) and the institution’s Quality Enhancement Plan theme that states that EKU will develop informed, critical and creative thinkers, who communicate effectively.
Candidates progressing through a professional education program at Eastern Kentucky University encounter numerous opportunities for inquiry, analysis, and reflection as they strive to become more effective practitioners.

The candidates’ performances and the overall effectiveness of each program are assessed during regular reviews of candidates’ progress across each element of the conceptual framework. For candidates, this is an on-going process in each course as well as at each gate in their preparation program. For unit programs, this is an annual process.

Knowledge Bases for the Unit

The Knowledge element enables students to construct understanding of the complexity and richness of the learning/teaching process. This element allows students to develop their abilities to explore and use relevant information to gain knowledge, to evaluate information and ideas, to expand and generate ideas, and to take on the leadership position in the classroom, school building and clinical areas by clearly expressing and developing a point of view. This element includes:

1. General knowledge needed to develop as an educated person, teacher leader, and citizen in a diverse society,
2. Specific knowledge related to a professional specialty,
3. Foundational knowledge in professional subjects basic to professional preparation,
4. Behavioral knowledge needed for understanding of self and others, and
5. Technological knowledge needed to enhance professional practice.

The Pedagogical Skills element enables the professional educator to facilitate learning. Program experiences for both pre-service and in-service educators address best practices in content-independent and content-specific pedagogical methods. This is accomplished through a variety of in-class, virtual, and field-based experiences involving acquisition of knowledge, application, reflection upon effectiveness, and leadership. Recognizing the vital connection between knowledge, experience and reflection, faculty incorporates these in every program. EKU’s Model Laboratory School, Madison County Schools and diverse educational communities scattered throughout the state provide essential settings for guided field-based experiences for undergraduate and graduate candidates. These experiences allow candidates to apply theory to real-life situations and receive immediate feedback - an essential component of a program utilizing authentic, continuous assessment. The Pedagogical Skills defined above are intended to allow candidates to develop their abilities to evaluate their professional performance and leadership skills to expand, alter, and generate new approaches that enhanced performance.

The Dispositions element includes “the professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as candidates interact with students, families, colleagues, and communities. These positive behaviors support student learning and development” (NCATE). These professional education programs are committed to ensuring that candidates know and demonstrate the dispositions that are critical to success as education professionals. Education candidates are expected to demonstrate: subscription to the belief that
ALL children can learn; an appreciation for diversity; a commitment to excellent performance in
the classroom and in the field; and positive and effective oral and written communication skills.
These attitudes and beliefs will be assessed through behaviors and interactions with peers and
supervisors within the university classroom, field and clinical experiences, and during student
teaching. This process will facilitate candidates’ professional growth and development as they
progress through initial and advanced programs.

The Technology element focuses on preparing candidates who are able to use educational
technology to help all students learn. A major goal of the education program is to integrate
technology throughout teaching and learning, so that pre-service and in-service educators will be
prepared to effectively use the technology that awaits them. Research recommends the approach
adopted by the EKU professional education programs that coordinates technology integration
with the methods courses, extends into the field experiences and permeates the candidates’
programs. This results in candidates, who develop their technological skills to
communicate more effectively, to analyze and interpret data, manage and prioritize tasks, and to
engage in problem solving, which are critical skills identified by the Educational Testing
Service’s International Literacy Panel. Candidates will be able to utilize technology to
increase and enhance learning, motivation, personal productivity, and creativity for all students
and to develop their abilities to explore, evaluate, expand, and use relevant information to
enhance their professional goals and objectives.

The Diversity element reflects the unit’s commitment to preparing candidates to support
learning for ALL students from diverse populations, cultures, and environments regardless of
race, gender, ethnicity, socio-economic status, physical or learning disabilities, or national
origin. The professional education programs at EKU accept the obligation to prepare both pre-
service and in-service education professionals to be competent and exercise leadership as they
face the challenges of today’s diverse school and societal settings. To further broaden the
NCATE definition of diversity, the unit’s programs consider but do not assess each of the
sources of cultural identity (race, ethnicity/nationality, social class, sex/gender, health, age,
geographic region, religion, social status, language, and ability/disability) that influence
teaching and learning. The unit embraces the belief stated by James Banks that “An effective
teacher education policy for the 21st century must include as a major focus the education of all
teachers... in ways that will help them receive the knowledge, skills, and attitudes needed to
work effectively with students from diverse racial, ethnic, and social class groups.” Candidates
will be able to explore and use relevant information about diversity, evaluate that information,
and develop their abilities to expand their ideas and clearly articulate a commitment to diversity
in their professional practices.

Professional Education Continuous Assessment Plan Overview

The current Professional Education Continuous Assessment Plan (PECAP) at Eastern Kentucky
University was designed to monitor candidates and other professional educators, both initial and
advanced, as they progress through their performance-based programs. Monitoring is achieved
through ongoing assessment of the content knowledge, pedagogical and other professional
knowledge and skills, the use of technology and the dispositions of the candidates throughout
their enrollment at EKU and to include behaviors indicating the belief that All children can
learn. The expectations of candidates with respect to their content knowledge, pedagogical and
technological skills, dispositions, and demonstrated belief in the value of diversity, are based upon the EKU Goals, the Conceptual Framework for Professional Education Programs, the Standards of Accrediting agencies, Specialized Professional Associations (SPAs), and the standards approved by the Kentucky Education Professional Standards Board. This assessment process will ensure that program completers have met all program standards.

CONCEPTUAL FRAMEWORK DOCUMENT
STANDARD 1: CANDIDATE KNOWLEDGE, SKILLS, AND PROFESSIONAL DISPOSITIONS

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Content Knowledge for Teacher Candidates

Initial Programs

Teacher candidates in all initial certification programs at Eastern Kentucky University know and understand the content they plan to teach. The unit has aligned its programs, course syllabi, and key assessments with each program’s designated specialized professional or learned society (Specialized Professional Association) content standards, the ten Kentucky Teacher Standards, the Kentucky Education Reform Act initiatives, the EPSB’s themes, EKU’s Institutional Goals, and the unit’s Conceptual Framework. The unit has established transition points that allow it to monitor and assess candidates’ growing knowledge, skills and dispositions as they move through their programs. Candidates’ content knowledge, as delineated by professional, state and institutional standards, is measured with a variety of assessment tools including minimum performance levels on the ACT, SAT, or PPST; minimum overall GPAs (2.75) for entry into the Professional Education Program; minimum candidates’ overall, major and emphasis area GPAs (2.75) as they progress through their program; required performance levels on program (content)-specific key assessments and ePortfolio entries; and state-required standardized tests of content knowledge (Praxis II Series).

The Praxis II Series, developed by ETS, is the state-adopted standardized test. Candidates in each program are required to take and pass a specified test or series of tests as dictated by the EPSB. Scores from these tests are reported to EKU by program and by unit. Evidence from the Praxis II series indicates that the aggregated summary pass rates of the unit for the Praxis II Series tests of specific content knowledge for 2006-2009 are above the 90% level and trending upwards. Praxis II scores by program indicate that institution pass rate for Elementary Education Content is 97%, for Middle School Content is 98%, for Secondary Content is 99%, and for Special Education is 90%. Kentucky’s Education Professional Standards Board requires that program pass rates be 80% or higher. Some program areas with fewer than ten test-takers within a reporting period do not have pass rates calculated by ETS. Evidence from trend data on unit key assessments including the ePortfolio, the Student Teacher Final Evaluation, and graduate and employer surveys provide additional evidence that initial candidates at EKU demonstrate competent to exemplary content knowledge.

Advanced Programs

Teacher candidates in the advanced programs know and understand the content they plan to teach. The unit has aligned its advanced programs, key assessments, and syllabi with each program’s learned society (SPA) standards or advanced standards when appropriate, with the ten
Kentucky Teacher Standards, the Kentucky Education Reform Act’s initiatives, the EPSB’s themes, EKU’s Institutional Goals, and with the unit’s Conceptual Framework.

The unit has developed three transition points for its advanced programs that allow candidates’ knowledge and skills to be monitored as they matriculate through their program of study. In addition, several other measures of content knowledge are used including entrance requirements that specify minimum levels of performance on specific standardized tests and minimum GPAs from candidates’ undergraduate programs. The Graduate School and the advisor monitor each candidate’s progress at each of the transition points to ensure that the candidate maintains the required minimum GPA (3.0) and is following the prescribed course of study. Advanced programs require a minimum of 12 hours of coursework in the teaching field/specialization. Candidates are encouraged by their advisor to complete their courses in a recommended order to ensure they have the content knowledge needed to successfully navigate the transition points within each program i.e. entrance (Transition 5), midpoint (Transition 6), and exit (Transition 7). If the midpoint-check (Transition 6) indicates a weak area, the candidate is informed, and remedial action is required before the candidate is allowed to move to Transition Point 7.

At Transition Point 7, Exit from the Program, candidates in the Master of Arts in Education programs must complete and pass a final culminating project. Each program has determined an appropriate “culminating project”, either a professional portfolio that is aligned with the Kentucky Teacher Standards or a written or oral comprehensive examination or both. Advanced candidates enrolled in graduate programs that lead to new certification areas must take the state designated standardized Praxis II Test Series also. Scores from the Praxis II tests are reported to EKU with initial candidate scores. Aggregated scores for the Praxis II indicate that EKU’s candidates score well above the 80% required by the EPSB on content knowledge.

Evidence from the final projects and/or comprehensive exams is reported as pass rates. These pass rates provide additional evidence that advanced candidates know and understand their content, however, these data lack specificity and precision. In 2008, the Kentucky Education Professional Standards Board of Kentucky issued regulations requiring all existing MA Ed programs leading to Rank II and all Rank II (advanced) programs of study be closed December 31, 2010. Institutions of higher education were invited to design and submit proposals for new MA Ed programs or Rank II programs that included a Teacher Leader Core. EKU is in the process of new program submission and approval. Reviewing the quality of data from the current advanced programs has lead to development of more rigorous, specific key assessments for these new programs.

**Content Knowledge for Other School Professionals**

At the advanced level, the unit prepares individuals to be school counselors, principals, district supervisors, superintendents of schools, directors of pupil personnel services, speech language pathologists, and school library media specialists. The School Counseling Program is accredited through CACREP. The Communication Disorders Program is accredited through ASHA. The Educational Leadership and Policy Studies Department prepares principals, district supervisors, superintendents of schools, and directors of pupil personnel services. Their programs are aligned with the Interstate School Leaders Licensure Consortium and with
Technology Standards for School Administrators. The Department of Curriculum and Instruction houses the Library Science Program which prepares School Library Media Specialists.

For each of these programs, the Kentucky Education Professional Standards Board has designated specific standardized tests to measure candidates’ content knowledge. The aggregated pass rates for the unit’s candidates in other school professions taking designated Praxis II or state-specified examinations are 92% or above for 2006-07, 2007-08, 2008-09.

Content knowledge for other school professionals is also assessed through a variety of measures within each program including required entrance and exit GPAs, course-based activities, and internships or practice. A review of these data in the Program Key Assessment Reports along with scores from the specified standardized tests indicates that these candidates have the content knowledge required by their field.

In 2008, the unit contracted with Eduventures to conduct a survey of principals who had hired EKU graduates within their schools over the preceding five years. Four hundred seventy-four principals were polled with a response rate of 43.6%. Principals indicated that overall EKU graduates were rated above average to outstanding in areas of content knowledge including demonstrating an understanding of central concepts of the subject area taught; developing lessons and units of instruction that aligned with state and district standards; and presenting content in clear, challenging and compelling ways.

Pedagogical Content Knowledge and Skills for Teacher Candidates.

Initial Programs

Candidates in the initial teacher preparation programs develop pedagogical content knowledge and skills as outlined by Kentucky Teacher Standards, specialized professional associations, and institutional standards through course work that focuses on pedagogical content and through field experiences, practice or internship experiences, and student teaching. The unit measures initial candidates’ understanding of pedagogical theory and content through the use of the Praxis PLT and the initial candidates’ use of pedagogical theory and content within the context of projects and key assessments that are part of the course work and field experiences. Included in this pedagogical content knowledge and skills is the candidates’ ability to use technology to plan and implement instruction and extend student learning.

The unit examined the aggregated results of Praxis II PLT series. Aggregated pass rates of 97% for each year reviewed (2006-2009) indicate that EKU initial candidates have a strong understanding of the underlying principles of teaching and learning. Trend data from ePortfolio reviews and student teacher final evaluations provide evidence that the initial teacher education candidates have competent to exemplary skills in presenting content clearly and accurately, being able to use a variety of strategies to engage their students in a challenging way, and to incorporate technology into lessons that enhance student learning. Data suggest that candidates are strong in their use of technology to prepare lessons, present content appropriately through
technology and are ethical in their use of technology. Integrating student use of technology was strong but not as strong as the other skills measured.

In 2008, the unit conducted a survey of principals who had employed EKU graduates (both initial and advanced candidates) over the preceding five years. The survey was distributed to 474 principals. With a return rate of 46.3%, the data from this survey of principals’ perception of EKU graduates are seen as a valid measure of candidates’ performance. Responses to questions that addressed graduates’ preparation in the pedagogical content and skills indicate that principals rate EKU graduates as above average to outstanding in their content knowledge—knowledge of concepts being taught, ability to present content in clear and challenging ways.

Advanced Programs
In 2009, the unit conducted a survey of graduate candidates. Twenty per cent of the enrolled graduate candidates completed the survey. Evidence from the survey indicates that candidates believe that their preparation program developed their abilities to think critically, apply theory to practice, and reflect upon their instruction.

Advanced candidates engage in job-embedded assessments that measure their proficiency in professional and pedagogical knowledge and skills. They develop meaningful learning experiences that facilitate learning for all students. Evidence of these professional and pedagogical skills is measured through two key assessments: 1) Culminating projects with Reflections and 2) an Employer Survey. In addition, advanced candidates complete a portfolio or a final applied project and/or oral and written comprehensive examinations to showcase their understanding and use of advanced pedagogy. Data from these advanced program key assessments demonstrate that advanced candidates have the professional and pedagogical skills, however, the scoring guides from these key assessments lack specificity and data are reported as pass rates only.

In 2008, the Kentucky Education Professional Standards Board of Kentucky issued regulations requiring all existing MAEd programs leading to Rank II and all Rank II (advanced) programs of study be closed December 31, 2010. Institutions of higher education were invited to design and submit proposals for new MAEd programs or Rank II programs that included a Teacher Leader Core. EKU is in the process of new program submission and approval. Reviewing the quality of data from the current advanced programs is leading to more rigorous, specific course embedded key assessments for these new programs.

Professional and Pedagogical Knowledge and Skills

Initial Programs
Candidates in the initial programs in the unit engage in a variety of projects and activities to build their skills in professional knowledge and pedagogy. Several of these projects focus on the candidates’ ability to develop meaningful learning experiences that facilitate learning for a variety of student learners; to consider the impact of family, community, and school on the types of activities and lessons that are planned and on the students as learners; and to require the
candidate to reflect upon student learning and their pedagogy. The unit assesses these skills through four particular unit assessments: EDF 203 Initial Portfolio Review; KTIP Unit Work Sample completed during the methods courses prior to student teaching; the Student Teaching Final Evaluation; and Employer Surveys.

Aggregated unit data from each of these instruments indicate a clear pattern of competency in the areas of pedagogy and professional knowledge and skills especially as they relate to professional and pedagogical knowledge and skills. While initial candidates score at the competent and above level on the indicators related to professional and pedagogical knowledge and skills, there is a clear pattern across each of the unit assessments. Initial candidates score lower in those areas that require them to consider diverse learners (diversity being defined as students with different learning needs) and their needs, to differentiate their instruction to meet those needs, and to reflect upon their teaching and student learning. This pattern has been noted in prior unit assessment reviews. As a result, a second course to address diverse student learners has been added to the elementary education program and more specific requirements on observations and participation in classrooms that include diverse learners has been addressed in all education courses.

Advanced Programs

Candidates entering advanced programs demonstrate application of theories related to pedagogy and learning within a number of measures including the Praxis II PLT when applicable, a professional portfolio or an applied project, and employer surveys. The Praxis II PLT provides a standardized measure of the candidates’ understanding of the underlying principles of teaching and learning. Aggregated scores for all candidates including those advanced candidates who are required to take the PLT for their specific advanced program indicate that candidates have a strong understanding of the underlying principles of teaching and learning.

At Transition Point 7 in the advanced programs, candidates are required to complete a final culminating project. Each program has determined an appropriate “culminating project”—a professional portfolio that is aligned with the Kentucky Teacher Standards or an action research project that requires candidates to implement “best practice” instruction within their educational setting and measure the impact of that instruction. For the professional portfolio, Kentucky Teacher Standard 1, that addresses appropriate instructional strategies/practices, is especially relevant when examining the candidates’ understanding of pedagogical content knowledge and skills that will enable all students to learn.

The performance portfolio and action research projects are scored using faculty-developed scoring guides that are specific to discipline areas. Results for both of these are reported in TracDat as per cent passing.

Although the data indicate that all candidates have successfully demonstrated pedagogical skills, these data give very little insight into the strengths or weaknesses of candidates and therefore the overall program. Graduate faculty are exploring ways to measure general pedagogical skills as well as discipline specific pedagogy in a more efficient and informative format. The NCATE
process is helping the unit and graduate faculty determine where program assessment and unit assessment need to be more precise and mutually supportive.

In an effort to get a more precise measure of all EKU candidates’ pedagogical knowledge and skills, in 2009-2010 the College of Education, working with Eduventures, administered and compiled data from a survey of employer perceptions of EKU graduates. Employers were asked to rate the performance of EKU teacher education graduates working under their supervision on a 5-point scale with 5 being outstanding, 4 being above average, 3 being average, 2 being below average and 1 being poor. Sections of the survey focused on professional and pedagogical knowledge. The vast majority of respondents report that EKU graduates demonstrate above average to outstanding preparation in their content area and content teaching skills. The employer surveys are further evidence that our graduates are proficient across core areas of teaching.

**Impact on Student Learning**

**Initial Programs**

Candidates in initial programs at EKU work through a variety of increasingly demanding projects and tasks to develop and refine their skills in assessing and analyzing student learning and in modifying instruction as a result of assessment and analysis of student learning. Trend data clearly demonstrate that initial candidates are able to do the following at the target level: use pre and post assessments to guide instructional planning, to analyze, summarize, and reflect upon post assessment results to determine the impact of instruction on student learning, and to interpret the results of their teaching. Areas that scored lowest (but still above the target area) were: making appropriate adaptations based on individual needs of learners, being clear and detailed in their interpretation of assessment data, and reflecting upon their interpretation of student learning.

Initial candidates need more experiences not only in developing and administering a variety of assessments but using the data gleaned from them to inform their practice. This information has been shared with faculty who teach common and specific assessment courses. Faculty in this group conducted a workshop in the summer of 2009 to align the assessment components of program curricula in an effort to improve the performance of candidates. Faculty will need to track performance of candidates to determine if course-specific changes are impacting candidate performance in the area of interpreting assessment data and using that data to drive instructional practice.

Unit data also indicate a clear pattern of competency in the areas of pedagogy and professional knowledge and skills. While initial candidates score at the competent and above level, there is a clear pattern across each of the unit assessments. Initial candidates score lower in those areas that require them to consider diverse learners (diversity being defined as students with different learning needs) and their needs, to differentiate their instruction to meet those needs, and to reflect upon their teaching and student learning. This pattern has been noted in prior assessment reviews and the addition of additional coursework to address diverse student learners has been
added to programs along with more emphasis on observations and participation in classrooms that include diverse learners.

**Advanced Candidates**

Advanced candidates engage in job-embedded assessments that measure their proficiency in professional and pedagogical knowledge and skills. They develop meaningful learning experiences that facilitate learning for all students. In addition, candidates are asked to work with school, family, and community and to reflect upon their learning within these assessments. As they complete their reflection, candidates examine ways in which they have grown and design plans for future leadership roles. Evidence of these professional and pedagogical skills are measured through two key assessments: culminating projects or portfolios and the employer surveys.

At Transition Point 7 in the advanced programs, candidates are required to complete a final culminating project. Each program has determined an appropriate “culminating project”—a professional portfolio that is aligned with the Kentucky Teacher Standards or an action research project that requires candidates to implement “best practice” instruction within their educational setting and measure the impact of this instruction.

For the professional portfolio, candidates are required to include entries that address Kentucky Teacher Standard #3 – “The Teacher Creates and Maintains Learning Climate,” Standard #4 – “The Teacher Implements and Manages Instruction,” Kentucky Teacher Standard #5 – “The Teacher Assesses and Communicates Learning Results,” and Kentucky Teacher Standard #8 – “Collaborates with Colleagues/Parents/Others.” In the department of Curriculum and Instruction, these artifacts are typically Kentucky Teacher Internship Program (KTIP) lesson plans. These carefully formatted lesson plans that give attention to such elements as context, analysis, and reflection are discussed and evaluated as part of the oral comprehensive exam. To meet an acceptable or target range for their portfolio, candidates must demonstrate a designated number of sub skill areas as defined within these standards. Two other items included in the portfolio are a professional growth plan and a final reflection. An analytic scoring guide was developed in January of 2009 for implementation in the spring. Full implementation by graduate advisors is still emerging, so sufficient data are yet to be collected to see trends across time.

**Other School Professionals**

Professional knowledge and skills are also essential for school counselors, educational administrators, speech language pathologists, and school library media specialists in order for them to impact student learning and student learning environments. Courses within these programs are aligned with professional, state, and institutional standards to ensure that professional knowledge and skills are taught and assessed. To be effective, these school professionals must have a deep understanding of their students, families, and communities, be able to use current research to inform their practice, and integrate technology into their practice to enhance their work with students.
Data are collected through a variety of internal and external sources including course-based measures, portfolio evaluations, and internship evaluations. Data for school counselors and speech language pathologists can be found within their accreditation report exhibits. Aggregated data for educational administrators and school library media specialists indicate that these candidates demonstrate the knowledge and skills to create positive school and learning environments, to use data to guide their decision-making and to work collaboratively with others.

In addition to program data, in 2008, the unit conducted a survey of principals who had employed EKU graduates (both initial and advanced candidates) over the preceding five years. The survey was distributed to 474 principals. With a return rate of 46.3%, the data from this survey are seen as a valid measure of candidates’ performance. In the area of establishing a positive learning environment, principals rated EKU initial and advanced graduate as above average to outstanding.

**Professional Dispositions**

The unit uses several measures to assess the dispositions of teacher education candidates in initial programs including a disposition questionnaire at entry, across the program, and at exit from student teaching. For admission into the Professional Education Program, candidates must obtain recommendations from several faculty members in the University community. Faculty members complete a recommendation form which is submitted to the Office of Teacher Education Services. These recommendation forms are reviewed by the Teacher Education Services and by the Professional Education Admissions Committee as part of the entrance screening procedure. In addition to this recommendation procedure, all initial candidates complete a criminal background check prior to admission to the Professional Education Program and prior to admission to student teaching.

Prior to Fall 2009, the recommendation form completed by faculty only required the faculty member to indicate if he/she recommended the candidate or if the candidate had any dispositions that would prohibit him/her from being an effective professional educator. This procedure was helpful in assuring quality candidates, but it did not assist the unit in measuring dispositions and growth in dispositions.

In Fall 2009, faculty developed a more precise questionnaire that is now completed at entry into the Professional Education Program in place of the former recommendation form. A series of 12 questions are posed to faculty, and candidates are scored on each question using a 5-point scale with 1 being unacceptable, 3 being acceptable, and 5 being target. In fall 2009-2010, the questionnaire was placed into an electronic database format to collect the information. From these data, it can be seen that initial candidates just entering the Professional Education Program scored in the acceptable range for all dispositions except their ability to focus on individual student needs. Candidates are assessed again when they apply for admission to student teaching. These data indicate that EKU teacher candidates demonstrate acceptable to target dispositions prior to student teaching. Finally, the Student Teaching Final Evaluation instrument incorporates the dispositions targeted by the unit. From these data, it can be seen that initial candidates at the end of their student teaching experience scored significantly above the acceptable range for all dispositions.
Across each of these assessments, there is a trend that indicates initial candidates are developing positive, professional dispositions. For those candidates who receive assessments in the disposition measures that are below the acceptable level at any point in the program, the College has established a consultation/intervention plan to help those candidates address weak areas and improve performance.

In 2008, the unit conducted a survey of principals who had employed EKU graduates (both initial and advanced candidates) over the preceding five years. In the area of dispositions, principals rated EKU graduates (initial and advanced) as above average to outstanding in those areas that demonstrate professional dispositions including their ability to facilitate collaboration and team work, to contribute positively to the functioning of the school, and to work with families to support student learning.

**STANDARD 1 - EXHIBITS**

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SUMMARY – STANDARD 1

Content Knowledge for Teacher Candidates

Evidence indicates that teacher candidates in the unit demonstrate in depth knowledge of the content that they teach as described in professional, state, institutional standards. Scores compiled by ETS show 80% or more of the unit program completers pass the content exam(s) required for state licensure and certification. Candidates in advanced programs demonstrate enhanced and more complex knowledge of the content they teach.

Pedagogical Content Knowledge and Skills for Teacher Candidates

Unit data demonstrate that teacher candidates have a thorough understanding of the relationship of content and content related pedagogy described in professional, state, and institutional standards. Candidates have a broad knowledge of instructional strategies that they use in helping all students learn. Data from internal and external sources indicate that candidates can present content to students in clear, challenging ways, and can connect that content to real life experiences. All candidates use technology to support student learning. Candidates in advanced programs demonstrate an in depth understanding of the content in their field and the theories related to pedagogy and learning. They use a variety of instructional strategies and technologies based upon research and experience. Advanced candidates are able to critique research and theories related to pedagogy and learning.

Professional and Pedagogical Knowledge and Skills for Teacher Candidates

Teacher candidates demonstrate professional pedagogical knowledge and skills delineated in professional, state, and institutional standards. They are able to plan and implement meaningful learning experiences for all students. They reflect on their practice and make changes to support student learning. Candidates are able to consider contextual factors and connect concepts to their students’ prior experiences and misconceptions. Candidates in advanced programs reflect on their practices, identify their strengths and areas for improvement, engage in professional development activities, and enhance their expertise in their professional and pedagogical knowledge.

Student Learning for Teacher Candidates

All teacher candidates focus on student learning and the effect of their instruction on student learning. They demonstrate the ability to consider the contextual information, assess and analyze student knowledge, plan and implement appropriate and challenging instruction, use formative assessment to monitor student learning, adjust their instruction, and have a positive effect on learning for all students. Candidates demonstrate strong collaboration skills to support student learning.

Knowledge and Skills for Other School Professionals
Candidates for other school roles have an in depth understanding of the knowledge in their fields as delineated in professional, state, and institutional standards. They know their students, families, and communities. They collect and analyze data related to their work, reflect on their practice, and use research and technology to support and improve student learning. Eighty percent or more of the program completers pass the academic content exam required for licensure.

**Student Learning for Other School Professionals**

Candidates for other professional school roles create positive environments for school learning. They establish educational environments that support student learning, collect and analyze data related to student learning, and apply strategies for improving student performance.

**Professional Dispositions for All Candidates**

Candidates work with students, families, colleagues, and communities in ways that reflect the professional dispositions expected of professional educators. Candidates demonstrate classroom behaviors that create caring and supportive environments and demonstrate fairness and the belief that all students can learn. Candidates recognize when their own professional dispositions need to be adjusted and are able to develop improvement plans to do so.
STANDARD 2: ASSESSMENT SYSTEM AND UNIT EVALUATION

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

2a. Assessment System

2a.1. How does the unit ensure that the assessment system collects information on candidate proficiencies outlined in the unit's conceptual framework, state standards, and professional standards?

EKU’s College of Education designed the Professional Education Continuous Assessment Plan (PECAP) as a systematic way to evaluate the ability of the unit to train and educate initial and advanced program candidates. The PECAP tracks information on candidate qualifications and proficiencies as these candidates move through each transition point and do so from the course level to the program level to the department level to the unit level. All courses within the COE have syllabi that are aligned with the unit’s conceptual framework, state standards, and SPA standards. Specific course assessment pieces (projects, tests, etc.) including each program's key assessments are designed to measure the candidates’ performance on those aligned proficiencies. These data are collected electronically in TaskStream and in TracDat for both course and program review. In addition, there are unit level assessments aligned with the COE conceptual framework and state standards that provide additional measures of candidates’ qualifications and proficiencies. As initial and advanced candidates progress through their programs, they participate in a variety of assessments conducted internally at the course, program, department, unit, and university levels as well as externally such as mandated licensure tests and standardized content tests. Data collected from these assessments provide the basis for maintaining, strengthening, and revising each individual program offered within the Professional Education Unit as well as the unit as a whole.

Data enter the system from various internal and external sources. The COE uses five electronic systems, Banner, DegreeWorks, TaskStream, TracDat, and Digital Measures, to facilitate the compilation and reporting of data to faculty, programs, departments, and the unit.

**Banner** is a comprehensive application suite developed specifically for the unit and supports evaluation of admission and progress standards, informs advising, evaluates eligibility for placement in student teaching, and addresses unit level administrative needs. Decisions about candidate qualifications and performance are based on multiple assessments at admission into programs, appropriate transition points, and program completion that are tracked through Banner.

**DegreeWorks** is an electronic, web-based report that reflects candidate academic and program progress. Initial and advanced candidates’ progress is monitored by faculty, staff and candidates each semester during advising sessions. Remedial services will be identified if adequate progress is not maintained.
**TaskStream** provides an online tool for initial candidates to document their professional growth through a working portfolio called the Evaluation portfolio and through a final Professional Presentation Portfolio. Candidates’ projects are submitted and scored in the Evaluation Portfolio. As candidates progress through their programs, they build Professional Presentation Portfolios that are scored at critical transition points. The scoring of key assessments (projects) and the Professional Presentation Portfolio within TaskStream provides a means for unit data collection and program evaluation. TaskStream allows faculty to align each of these key assessments and the portfolio with Kentucky Teacher Standards and SPA standards. In addition, TaskStream assists candidates in keeping track of their hours of field experiences in a variety of educational settings. Faculty members verify these field experiences for accountability purposes.

**TracDat**, a server-based software system purchased by the University, is used to record and track program and unit progress on candidate learning goals and objectives. Programs and the unit enter their goals, objectives, measures, criteria for success, results, and use of results for improvement and follow-up into EKU’s TracDat system in a timeline set forth by the PECAP.

**Digital Measures** is an online database that stores faculty/staff credentials and records of activities (e.g. Teaching, Scholarship, and Service). The system is designed to facilitate institutional, college, and departmental reporting to local, state, and federal agencies. Digital Measures offers the ability to run a curriculum vita, annual evaluations, promotion and tenure applications and ad-hoc and custom reports. The University has established timelines for data entry.

2a.2. What are the key assessments used by the unit and its programs to monitor and make decisions about candidate performance at transition points?

**Key Assessments**

The unit key assessments are aligned with the unit’s conceptual framework. There are multiple measures for each of the components (content knowledge, pedagogy, dispositions, diversity, and technology) of the conceptual framework that are conducted across the transition points to measure candidates growing professional knowledge and skills. At the program level, candidates engage in a variety of key assessment activities that are focused on their content area and content specific pedagogy.

**Transition Points**

Initial candidate data are collected at the following transition points: prior to program entry, prior to student teaching, at completion of student teaching, at program completion, and after program completion. Advanced candidate data are collected at program entry, at mid-point, at program completion, and after program completion. Candidates provide artifacts related to ethics and dispositions during their program.

2.a. 3. How is the unit assessment system evaluated? Who is involved and how?

The unit assessment system is evaluated at several levels by a variety of individuals and committees including both University and unit faculty and administrators. For program level
assessment and approval, data are collected and organized by the Program Assessment and Curriculum Coordinators for review by program faculty. Program faculty review data, write summaries, and propose data-driven changes and actions for program improvement. After a program faculty review, the organized data are sent to the Department Program and Assessment Curriculum Committee (DPACC) or to designated faculty for uploading into TRACDAT. These results, summaries, and observations are reviewed by the appropriate Department Chair and Department Program Assessment and Curriculum Committee. These first two areas of analysis and change recommendation are at the program and department level.

For programs that initiate changes and following approval of changes by the department faculty, any course or program level changes and recommendations are sent to the College Curriculum Coordinating Committee (CCCC) for review and analysis by college level faculty. If there are questions at the College level, the recommendations will be sent back to the department for clarification or correction. Upon approval by the CCCC, the recommendations are sent to the Teacher Education Committee (TEC).

The TEC is the unit level of review and approval, and includes representatives from all areas of the university, including on-campus, external-sites and on-line learning, who are concerned with Professional Education, as well as members of the P-12 community. If there are questions during the review and approval process at the TEC, the proposal will be sent back to the originating department for clarification and/or correction. From the TEC, the approved proposal can be sent to one of three places. If it has to do with policy, administration or undergraduate course or program change, it will go directly to the Council on Academic Affairs (CAA). If it concerns graduate programs it will go to the Graduate Council to be reviewed for graduate level appropriateness and completeness, then to the CAA. Lastly, if it concerns only undergraduate General Education courses, it will go to the General Education Committee (GEC) to be reviewed for undergraduate level appropriateness and completeness, and then will be passed to CAA.

The CAA will review all programs and policies related to student learning for completeness, relevance, and adherence to EKU policies and lack of bias favoring specific groups. From the CAA, the approved program or policy will go to the Faculty Senate. The Faculty Senate will conduct a terminal review of the proposal and allow the final input from the faculty. Upon approval, proposals associated with certification will be sent to the director of the Professional Education Unit (The Dean of the College of Education) for delivery to The Kentucky Education Professional Standards Board (EPSB) for final approval. Some proposals that are related to policy and concern extra-university relations will be sent to the Board of Regents for approval and then to the Dean of the COE for operationalization. Programs, that are approved, are sent to EPSB for further approval. Both approved and disapproved programs are returned to the unit head for action. Programs, which are approved by EPSB, are operationalized and become part of the data producing system. Programs, which are not approved by EPSB, are sent back to the appropriate program coordinator by the unit head for further thought, clarification, and resubmission.

Data collected to make program and unit level decisions are contained in TRACDAT, the electronic data management and analysis system. At a unit level during the assessment and approval process, the Teacher Education Assessment Sub-committee (TEAS) reviews data that
are contained in TRACDAT and reports to the TEC and the Deans of the associated colleges on an annual basis. This is another program and unit level assessment review.

2.a.4. How does the unit ensure that its assessment procedures are fair, accurate, consistent, and free of bias?

The College of Education has established clear, consistent admission, progress and completion requirements for each program within the COE. All candidates are required to meet these clearly defined requirements. In addition, throughout the candidate’s tenure in the Professional Education Unit, multiple measures are used to ensure that assessment procedures are fair, accurate, consistent and free of bias. These multiple measures include validated, standardized measures such as the Praxis I, ACT, SAT, and the Praxis II that are used at admission and completion of the candidate’s program. More subjective evaluations, such as portfolio reviews and scoring guides for common and key program assessments, are used by faculty. Portfolio reviews are done at least three times during the candidate’s program with multiple faculty taking part in the portfolio review/scoring using a standard scoring rubric. Scoring of program key assessments is done by program faculty using standard scoring guides in TaskStream also. With the implementation of TaskStream, the unit anticipates that it will be able to look at rater reliability on those key assessments that are scored by several faculty at the program level to further ensure that assessment procedures are fair, accurate, and consistent.

2.a.5. What assessments and evaluation measures are used to manage and improve the operations and programs of the unit?

Assessments and evaluations that are used to manage and improve the operations and programs of the unit include those that look at candidates’ performances as they move through each of the transition points; those that review candidates’ performances after completing their program; those that look at faculty performances in teaching, advising, service and scholarship; and those that look at unit-specific performances. Assessments and evaluations used to improve programs include data about candidate performance. These data are collected through the COE Office of Teacher Education Services for SAT/ACT, GPA, PRAXIS I and II and for field and clinical evaluations that measure performance standards and dispositions. In addition, the COE Teacher Education Services administers a variety of surveys in initial and advanced programs to measure cooperating teachers’ perceptions of candidates’ performances, candidates’ self-perception of their performances and overall program quality, and to record employer impressions of candidates’ performances. These data are recorded and analyzed by the COE at the unit, department, and program level within the PECAP. Each semester the University administers a senior survey at graduation to provide candidate feedback about university studies courses, the quality of program majors, and to record overall candidate satisfaction with the university experience. The unit conducts their own survey that is more unit-specific and provides additional insight into the strengths and weaknesses of the unit in its preparation of initial and advanced candidates. Additional key program assessments and evaluations are collected through TaskStream for portfolio, key assessments, and course data. These data are aggregated and disaggregated to provide information for program evaluation and improvement.
Faculty members within the COE at Eastern Kentucky University are evaluated each semester to ensure the quality of their teaching and advising too. Eastern Kentucky University uses the IDEA course evaluation system to measure the quality of teaching provided by faculty. Faculty members are required to have their students/candidates complete these standardized course evaluations in one or more courses per semester. In addition, faculty is required to have a peer review of their teaching on an annual basis. These data are reported and considered in the unit and University evaluation of faculty for reappointment, promotion, tenure and merit. Also, faculty service and involvement with schools is a part of this reappointment, promotion, tenure and merit review. Faculty performance in the role of academic advising is evaluated through an advising survey that is administered each semester by Institutional Research and reported as part of the promotion, tenure, and merit process for faculty performance. Faculty members are required to complete a self-report on their performance in each area, teaching, service, and scholarship, and to have a face-to-face review with the Department Chair or his/her appointee.

2.a.6. **Standard 2 - Exhibits related to the unit's assessment system.**

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<td>Table 6 Unit Assessment System</td>
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<td>Professional Education Continuous Assessment Process (PECAP)</td>
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<td>Procedures for ensuring that key assessments and unit operations are fair, accurate, consistent, and free of bias</td>
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2b. **Data Collection Analysis and Evaluation**

Data are collected from both internal and external sources through the use of several technologies available to the unit. There are several key people and offices within the unit and University, who assist with data collection, summarization, and reporting: the COE Office of Teacher Education Services, the COE Office of Educational Research, Assessment, and Technology, and the University Office of Institutional Effectiveness. The persons responsible to the unit for unit data collection are the Director of the COE Office of Educational Research and Assessment and the Data Management Coordinator. At the department and program level, faculty with the status of program coordinators and the Program and Department Assessment and Curriculum Committees are responsible for program data collection, analysis, and summarization.

Internal Data is collected on (1) candidate demographic, academic, portfolio, disposition, interview, and field/clinical experience, (2) pre-service disposition faculty review, and (3) information from advising and candidate surveys. External Data is collected from (1) EPSB Teacher Surveys, (2) Title II, (3) Praxis and PLT sub-scores, (4) Kentucky State Exams, and (5) candidate and employer surveys. Data are collected from applicants as they enter the University, from candidates as they move through their program, from faculty who teach within the programs, from candidates once they complete their programs, and from employers.
The Professional Education Continuous Assessment Plan (PECAP) directs the use of technology to collect, store and analyze data on candidate qualifications, candidate and graduate performance, and unit operations in an effort to evaluate and improve the performance of candidates, the unit, and programs. There are four technology systems used in this effort:

**Banner.** The Student Information Systems suite integrates student, financial aid, finance, human resources, enrollment management, and advancement systems. By fusing administrative and academic functions it makes it easy to manage data while giving candidates (both traditional and non-traditional) and faculty secure online access to the information they need. Unit modules attached to Banner track admission to professional education programs, student teaching, and certification transitions. XML processes allow for the transfer of data to and from the Education Professional Standards Board. Praxis, PLT, and SLLA scores are received electronically from ETS.

Faculty qualifications and assignments information is maintained on a semester-by-semester basis. Course information and offerings are available through Banner reports. Banner reporting allows for access to IPEDS data as well as customized reporting to meet the needs of the unit.

**DegreeWorks.** DegreeWorks includes an interactive, concise audit report. The program provides the unit and its candidates with the following:

- Up-to-date, real-time degree progress
- An online advising tool for graduation planning
- Results of candidate audit reports are used to determine final degree certification.
- Ability for the unit to generate analysis reports

The **u.select** (formerly Course Applicability System) is a Web-based, student transfer support system that enables students, advisors, faculty and administrators to obtain consistent and accurate information about how courses will transfer from one school to another. Using u.select provides a more efficient, accessible process to help transfer students earn their degrees in a timely manner.

**TaskStream.** TaskStream is an electronic data management tool that allows the Professional Education Unit to review and aggregate program and unit data that is assembled at the candidate level. TaskStream is used primarily for the initial certification programs. TaskStream allows faculty to customize assignments and artifact requirements according to program or course specifications and articulate and scaffold the learning processes for candidates, create rubrics, surveys and other assessment methods and connect them to competency requirements. Additionally, faculty and assessment coordinators within programs as well as the unit have the ability to generate reports that sort and filter data by demographic, date range, cohort, group and performance, as well as, monitor the status of work at every stage of the assessment process.

**TracDat.** TracDat is institution-wide software that helps manage the entire planning and continuous improvement process, including the candidate learning assessment process, across the institution and at the department and program level. It was chosen by the University to facilitate the strategic planning and reporting process. It provides a common understanding and language
through which all levels of the university define and align goals and objectives and document how results are used to improve programs and learning. Standard TracDat reports are used to track progress towards institutional, college, departmental and program goals and objectives. Reporting is available through three commonly used TracDat reports (Appendix B): 1) Unit Assessment Report – Four Column, 2) Assessment Impact by Unit Objectives and 3) Assessment Plan. The Unit Assessment Report – Four Columns is formatted in the traditional four columns assessment approach with objectives, assessment methods, results and use of results all presented in a columnar format. The Assessment Impact by Unit Objectives also provides information about objectives, assessment methods, results and use of results but presented in list fashion. Finally, the Assessment Plan showcases information concerning the objectives and assessment methods along with linkages to Department, College and University Goals or Strategic Directions. TracDat is used by both initial certification and advanced programs as a place to report and store assessment results.

**Data Gathering, Analysis and Change approval flow:**

During the Academic Year, data relevant to the efficient and effective operation of the assessment process are gathered at the university, college, and program levels. These data are summarized and presented to the Program Assessment and Curriculum Committees. Department Chairs are responsible for providing oversight for the Department Program Assessment and Curriculum Committees (DPACC) within their respective departments. Summarized assessment data are gathered from all program stakeholders including professional education candidates, faculty and staff of the COE and other colleges in the Professional Education Unit, cooperating teachers and principals, formal surveys and interviews, standardized tests, other formal assessment results, and informal recommendations from the field. These data inputs for all programs are analyzed and consolidated by program and are entered into TRACDAT by **August 15** for programs for the previous year. By **September 1**, program faculty members begin reviewing program data, summarizing results, and proposing any needed program revisions. Program changes must go through the review and approval process as outlined in the PECAP chart. The unit begins review of unit data for the current academic year by **May 15**, program data on **August 15**, and completes the review in TRACDAT by **September 15**. The unit report is transmitted to the University in the Strategic Plan update on an annual basis.

The Teacher Education Assessment Sub-committee (TEAS) reviews program reports in TRACDAT during the spring semester and transmit their findings to Teacher Education Committee and College Deans. If a major change to course and/or program structure, content or philosophy is needed, proposed program, policy, or curriculum changes are sent to the Teacher Education Committee for approval or disapproval. The Dean of the College of Education or his designated representative serves as the Chair of the Teacher Education Committee. In this capacity, the Dean exercises approval authority for changes in the Professional Education Unit.

2b.2 How does the unit disaggregate candidate assessment data for candidates on the main campus, at off-campus sites, in distance learning programs, and in alternate route programs?
The unit has developed the PECAP as the assessment system for all initial and advanced candidates regardless of how their program is presented. On the main campus, candidate assessment can be disaggregated by the Office of Teacher Education Services and through the electronic software used to track candidates and their performance—Banner, DegreeWorks, and TaskStream. Disaggregated data are reported in TracDat which can also generate very specific reports.

The MAT program in the COE is the alternative certification route program. This program has a coordinator who has worked with faculty to provide program level assessments that use the same data collection processes used by the unit—program key assessments are collected within TaskStream, tracking of candidates is done through the Office of Teacher Education Services and the Graduate School using the same electronic software to track candidate progress (Banner, Degree Works, and TracDat).

The initial certification program in Elementary Education offered at EKU’s Corbin campus is the only off-campus program. Because this program is relatively new, the unit is still working to refine a system for tracking candidates. Currently, candidates are submitting their key assessment projects and other required assessment pieces through TaskStream. Faculty at Corbin are scoring and providing candidates feedback on their program key assessments. Faculty is also keeping records of those candidates who are considered to be full-time Corbin Campus candidates. Using those records, reports from the Office of Teacher Education Services can be disaggregated for those specific candidates. Now, this is being done by “hand” because the University does not code these candidates separately.

The Master’s Degree in Library Science is the only online program offered by EKU’s College of Education. Program data for these candidates are kept by the Graduate School using the electronic software previously described (Banner and Degree Works for tracking candidate progress through the transition points) and by the Program Coordinator using TracDat. Key program assessments are scored by faculty who aggregate and disaggregate data for program reporting purposes within TracDat.

2b.3. How does the unit maintain records of formal candidate complaints and their resolutions?

Candidate Complaint Resolution

Candidates in the Professional Education Unit have a variety of rights. Associated with student rights are student responsibilities. Student Rights and Responsibilities, as well as the associated policies and procedures, are disseminated in their entirety in the University Student Handbook and the Faculty Handbook.

Types of Complaints. Procedures addressing written candidate complaints are organized into the following categories: (1) academic grade appeals; (2) equal opportunity complaints, including sexual harassment; (3) general student grievances or complaints.
**Academic Grade Appeals.** If a candidate receives a grade for a course that s/he believes to be unjustified, then the candidate first consults with the instructor. Failing resolution of the grievance, the candidate may present a written complaint to the department chair, who considers the grievance and consults with the instructor. If resolution of the matter has not been achieved, the chair convenes the departmental academic practices committee to consider the grade appeal and render a decision that is binding. Appeal of the committee decision can be made on procedural grounds only. Procedures for appealing a grade are outlined in the Student Handbook, Faculty Handbook, and the Undergraduate and Graduate catalog. Notes from these appeals are housed in the Department.

**Equal Opportunity Complaints, Including Sexual Harassment.** The Professional Education Unit does not discriminate on the “basis of age, race, color, religion, sex, disability, national origin or Vietnam era or other veteran status in the admission to, or participation in, any educational program or activity which it conducts or in any employment policy or practice.” Complaints arising out of alleged discrimination are directed to the Equal Opportunity Office or the Director of the United States Office of Civil Rights. Candidates who believe they have been subjected to sexual harassment are asked to immediately report their concerns to the Equal Opportunity Office, instructor, chair, dean, or other member of the administration with whom they feel comfortable talking. The Equal Opportunity Office is responsible for accepting and processing sexual harassment complaints and maintaining those records.

**Student Grievances or Complaints.** In general, when a complaint is received from a candidate, the following procedures are followed:

When a complaint is registered against faculty or staff of one of the academic departments within the College of Education or a cooperating teacher or other professional educator working with the candidate, the complainant is instructed to forward the concern via letter to the Director of Teacher Education Services or the chair of the concerned department. The written complaint is to include the names of the individuals involved, a brief summary of the incident, the time and date of occurrence, the specific unit involved, the detrimental impact of the action, and the signature and date of the complainant. The adjudication of the complaint will adhere to the following form:

- The TES Director or Department chair will conduct a review and study of the complaint.
- The related facts will be gathered from the individuals involved and others with knowledge of the incident.
- A “Complaint Guideline Form” will be provided to anyone who desires to file a formal written complaint.
- The complainant will have 10 working days to file the written complaint after the occurrence of the incident.
- Depending on the severity of the complaint, a decision will be rendered by the TES Director or Department Chair in consultation with other identified appropriate individuals.
- If it is determined that there is sufficient justification, an ad hoc review committee will be formed to advise a final decision.
- The Director or Department Chair will respond to the candidate within 10 days.
• If the candidate does not receive a response within 10 days he/she can send the complaint directly to the Dean of the College of Education.
• After the final decision has been made by the TES Director or Department Chair, the candidate has 10 working days to appeal the decision to the Dean of the College of Education.

Candidates who have offenses(s) on their record, or have recommendations from faculty requesting further review, will have their written explanations and reflections reviewed by the Director of Teacher Education Services and may be asked to come before the Professional Education Admission Committee for an interview. The Committee decides whether the offense will preclude admission or will not be a deterrent and allow the student to proceed in the program. In some cases, candidates are required to participate in counseling or other improvement programs prior to the Committee’s final decision. In cases of serious offenses or behaviors that indicate a persistent problem, candidates may be denied admission to the teacher education program.

After admission has been granted, the Committee may reevaluate a candidate’s status. If the candidate has incurred additional offenses or if faculty report incidents or behaviors that may affect the candidate’s status, the Committee may request an interview to decide if the candidate’s admission will be rescinded.

Candidates who are denied admission or have had their admission rescinded may appeal the decision of the Director of Teacher Education Services or the Teacher Education Admissions Committee within five business days after the final decision is rendered. The candidate will write a letter to the Director of Teacher Education Services specifically stating what aspects of the Committee decision the candidate wishes to appeal, and specifically setting forth the his/her position that the Committee is in error. The candidate will be given the opportunity to provide additional information and documentation to strengthen his or her case for a change in decision.

The Committee Chairperson will convene a meeting with the College of Education Departmental Chairpersons within ten business days from receipt of the written appeal. Their decision on the appeal will be made and delivered to all concerned parties, including members of the Professional Education Admissions Committee and the Dean of the College of Education within five days. The candidate may accept the decision of the Teacher Admission Committee Chairperson and in that instance the appeal procedure is completed, or the student may appeal directly to the Dean of the College of Education for additional consideration.

A file of all formal written complaints is housed and maintained in a secure location within the offices of TES or the related department.

2b4. Standard 2 - Exhibits related to the unit’s data collection, analysis, and evaluation

| EXHIBIT | Policies and procedures that ensure that data are regularly collected, compiled, aggregated, summarized, analyzed, and used to make improvements |
| EXHIBIT | Sample of candidate assessment data disaggregated by alternate route, off-campus, and distance learning programs |
2c. Use of Data for Program Improvement

2c.1. In what ways does the unit regularly and systematically use data to evaluate the efficacy of and initiate changes to its courses, programs, and clinical experiences?

As demonstrated in the Professional Education Continuous Assessment Plan Overview, the Program and Unit Level Assessment Processes are designed to systematically gather, summarize and evaluate data for program improvement to strengthen candidate performance, the unit and all Programs within. These assessment processes involve the collection of data from a variety of internal and external sources; the aggregation and disaggregation of data at the unit, department, and program level; the analyses of the data by unit faculty and staff; the reporting and sharing of the data; and the implementation of data-driven changes. This cycle is completed within a timeframe that is implemented and monitored by the College of Education Director of Research and Assessment. Program faculty is involved in the continuous assessment process in three ways.

First, the Department Program Assessment and Curriculum Committee (DPACC) is composed of the coordinators from each instructional program housed in the Department. This Committee is responsible for (1) insuring that the Department’s program evaluation efforts (data collection instruments, data collection) move forward in a timely manner throughout the Department; (2) insuring that data collected are analyzed by program area faculty, and (3) providing information to the Department data collection coordinator so that person can make narrative and data entries into the TracDat system that derive from program area analysis. Second, faculty from each program area meets regularly. These faculty are responsible for developing goals and objectives for their program area, identifying performance indicators, developing and implementing data collection methods/procedures/instruments, analyzing results, and (where indicated) making adjustments to goals, objectives, etc. Third, during Fall Semester of each year, the goals, objectives, and assessment results for each program area are publicly shared at one or more Department-level faculty meetings and with the unit.

The variety of data systematically gathered, summarized and evaluated include those tools that will demonstrate how instruction and curriculum are aligned with professional, state and University standards; the efficacy of the overall program, individual courses, and field experiences; and the candidates’ attainment of content knowledge and demonstration of teaching that leads to student achievement. Through Key Assessments, both initial and advanced candidates are evaluated systematically throughout their program with a variety of assessment tools and through multiple decision points. These data demonstrate how candidates integrate content knowledge, effective pedagogical skills, dispositions, technology and diversity that foster continued professional and personal development and learning in their professional practice. Specifically, data are collected according to the candidates, faculty and overall program:
For candidate evaluation, each Program houses candidate assessment data in TaskStream (portfolio) which demonstrates the process and progress of the candidates’ growth through the preparation process. As well, programs regularly update, according to the continuous assessment schedule, tools, data and data analysis information in TracDat.

All Program faculty members must be reviewed according to his or her advising and teaching abilities. Advising surveys are disseminated during each advising period to collect data on the advising process. Teaching is evaluated by both a student survey and a peer review process; student survey on advising data are collected each semester and analyzed through the Office of Institutional Research whereas the peer review process and data collection / analysis is handled by each program area. All of these data are reported to the individual faculty member and the department chair. Areas of growth are identified and, if needed, a plan developed for remediation.

Each Program within the unit has defined student learning outcomes and other Program objectives that will lead to data for program improvement. These data are collected, analyzed and housed in TracDat. In addition to the student learning outcomes, data are collected via field experience surveys to determine efficacy of the sites and mentoring within and via alumni and employer surveys to determine preparedness for the profession. All of this information is studied to review the ability of the Program and unit to effectively prepare candidates for the profession.

2c.2. What data-driven changes have occurred over the past three years?

Data driven changes are made on a regular basis to improve programs, unit operations and the assessment system. For the initial and advanced programs the unit assessment system indicators are the prime indicators of the health of the unit. The outcomes of the unit’s program assessments and the use of these results are listed in TracDat in the “Use of Results” sections. A representative samples of data driven change are shown in Appendix G: Program Feedback Matrix and Appendix H: TracDat Four Columns Reports for all Departments of the PECAP.

Faculty annually make revisions and adaptations to their classes based on the previous year’s candidates’ performance. These changes may involve field and clinical experience requirements, instructional strategies, specific assessment components and rubrics, and scheduling issues. The Teacher Education Program adopted TaskStream to collect data on key assessments across all initial programs. This web based portfolio system was adopted because our prior electronic portfolio was not providing consistent assessment data and was, at best, difficult for candidates to access off campus.

2c.3. What access do faculty members have to candidate assessment data and/or data systems?

Faculty members play a central role in the assessment system. They are at the heart of program assessment since they must align their required coursework with unit, SPA, and state teaching standards, provide summative assessments that demonstrate candidate performance on these aligned standards, analyze the results of these assessments and make required changes to their teaching and their program. In this role of program designer and assessor, faculty for initial certification programs use TaskStream to produce, implement, score, and report. All faculty
involved in initial certification programs have access to TaskStream. Faculty can request reports from TaskStream through the COE Technology Office or from the designated individual within their department. Data for initial certification programs are summarized and stored in TracDat. Each department in the COE has a designated faculty member to input and retrieve information from TracDat. In addition, all faculty members have access to the COE Data Dashboard which houses the Title II Report along with other unit and program data.

In advanced programs, faculty who are assigned the role of program coordinator are responsible for collecting data for the program key assessments, summarizing that data and posting the results in TracDat. Summarized data from TracDat are shared with program faculty on an annual basis to determine program efficacy as per the PECAP.

**2c.4. How are assessment data shared with candidates, faculty, and other stakeholders to help them reflect on and improve their performance and programs?**

Well-crafted assessment pieces yield data that allow candidates, faculty and other stakeholders to examine the level of performance and skill that is developing or has developed. Faculty and field and clinical cooperating teachers provide candidates feedback in the form of scoring guides, evaluations, and test results within the context of coursework and as they progress through each of the transition gates. Program Key Assessments are collected within the candidate’s evaluation portfolio. When these key assessment assignments or projects are submitted in TaskStream, they are scored by faculty using standardized rubrics. These rubrics allow faculty to make comments and provide feedback to the candidate who may decide they want to revise and edit the piece for their final presentation portfolio. In field experiences, cooperating teachers and college supervisors provide face-to-face feedback and regular scoring on standardized rubrics to keep the candidate apprised of their progress and to support them as they improve and refine their performance.

The PECAP requires that faculty and other stakeholders, on an annual basis, systematically to examine a variety of data to determine the progress of both initial and advanced program candidates within their program and the unit. These data are then used by faculty to examine the impact of course design, course projects, and teaching methods on candidate learning and performance within their individual programs and as candidates in the unit. The PECAP provides faculty the structure and avenue to implement systematic change, to measure the impact of that change over time on candidates’ performance and skills, and reflect upon that impact.

**2c5. Standard 2 - Exhibits related to the use of data for program improvement**

<table>
<thead>
<tr>
<th>EXHIBIT</th>
<th>Schedule for when unit analyzes data to make changes</th>
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<tbody>
<tr>
<td>EXHIBIT</td>
<td>Examples of changes made to courses, programs, and the unit in response to data gathered from the assessment system</td>
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</table>

**Optional**

1. What does your unit do particularly well related to Standard 2?
The unit is particularly good at using electronic systems (Discussed in the **PECAP**) to gather, analyze and distribute data. Additionally, the unit works very closely with the Colleges of Arts and Sciences, Business and Technology, and Health Sciences to review and use data to improve programs and increase the efficiency and effectiveness of the unit. All of these Colleges have members on the Teacher Education Assessment Sub-committee and the Teacher Education Committee. With the roll-out of the newest **Data Dashboard** and the **Accreditation Website** our ability to keep students, staff and faculty informed of program and unit assessment outcomes has increased greatly.

2. What research related to Standard 2 is being conducted by the unit or its faculty?


- American Association of Colleges for Teacher Education (AACTE). February 2007, New York. *Our Place at the Table: Educator Preparation in the Competitive World of P-12 Education Data Initiatives*. Joint presentation with University of Kentucky, Murray State University, Eastern Kentucky University and Education Professional Standards Board.


SUMMARY – STANDARD 2

Assessment System

The unit, with involvement from the professional community regularly evaluates the capacity and effectiveness of its assessment system, which reflects the conceptual framework. Candidate proficiencies are aligned with state and professional standards. Data audits are conducted to regularly examine the validity and usefulness of the data produced through assessments, including assessing the technology systems. Multiple assessments are used to assess candidate performance as they transition through their programs and prior to program completion. Data show a strong connection to candidate success throughout the programs, in the test results, and in schools as shown through employer survey results. The use of common rubrics across course sections and in key assessments establishes a process for fairness, accuracy, and consistency of assessments. Faculty members meet annually to discuss and refine key assessments.

Data Collection, Analysis, Evaluation

The unit’s assessment system provides standard and comprehensive data related to candidate performance throughout the programs and to program quality. Multiple assessments from both internal and external sources are regularly complied, aggregated, summarized, and analyzed. These data are disaggregated for alternate route, off-campus, and distance learning programs. This comprehensive process informs unit operations. Data are made available to the public via our Data Dashboard and through other communication sources. The unit welcomes candidate, faculty, and professional community feedback. A system for maintaining records of formal candidate complaints is in place, including documentation of how complaints are resolved. The unit excels in developing and testing different information technologies to improve overall processes for maintaining candidate records and portfolios, advising, assessments, and faculty qualifications.

Use of Data for Program Improvement

The unit has fully developed evaluations and it regularly and systematically uses candidate and graduate performance data to evaluate the effectiveness of courses, programs, and field/clinical experiences. Using a variety of technologies and the Data Dashboard, faculty has access to candidate assessment data. Candidates receive feedback throughout the program to help them reflect on and improve their performance. Annually, faculty members complete program key assessments summary reports with indications of use of data for program improvement. These program key assessment summary reports are presented to the unit. The unit also completes an annual summary report of unit key assessments that is shared with the Teacher Education Committee and the Provost.
STANDARD 3: FIELD EXPERIENCES AND CLINICAL PRACTICE

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

3a. Collaboration between Unit and School Partners

3a.1. Who are the unit's partners in the design, delivery, and evaluation of the unit's field and clinical experiences?

EKU’s College of Education is committed to providing quality field and clinical experiences for all candidates preparing for careers in education. We believe that field and clinical experiences should extend and connect the concepts, skills, and dispositions acquired in the candidate's program of study. These experiences should begin early in the candidate’s program, allow the student to interact with children in diverse settings, move sequentially from the observation of students, teachers, and programs to participatory activities, and culminate in full or micro teaching and practicum experiences.

Initial programs

The unit believes optimal field and clinical experiences begin with a collaborative partnership with colleagues across the institution, and with our school partners. The unit collaborates with partners in the design, delivery and evaluation of these experiences. Our partners include faculty in the Colleges of Education, Arts and Sciences, Business and Technology, and Health Sciences; the Office of Teacher Education Services and schools within EKU’s service region; and EKU’s Model Laboratory School. The unit holds Memoranda of Agreement with schools and related agencies in the region. The unit maintains a Field Experience and Clinical Practice Committee (FECP) including TES liaisons, Assistant Director, school district representatives, university supervisors, cooperating teachers and support staff. The FECP committee reviews policies, procedures, and addresses candidates’ requests for student teaching placements outside the service region. The unit relies on the committee and school partners for feedback on design, delivery, and evaluation of field and clinical experiences.

In initial programs, both unit and school-based faculty jointly determine and design the field experiences for teacher candidates. In EDF 103, the unit’s instructors contact the office of TES to determine field experiences at Model Laboratory School. Because of its close proximity and mission, Model Laboratory School provides field and clinical experiences for EKU candidates under the supervision of trained faculty who are members of the College of Education and share its commitment to produce quality educational professionals. Candidates enrolled in courses offered via ITV or at regional campuses complete field experiences in their local schools.

In EDF 203, a required foundation course for all initial programs, candidates choose from a variety of local sites that include both schools and community agencies to complete a “Mentoring Project.” For the Mentoring Project, candidates work for a minimum of fifteen hours with individuals or small groups of students, usually providing tutoring or additional
support in Extended School Services, after school programs, or alternative school programs. Prior to the academic year 2006-2007, candidates’ field experiences placements were handled on a case-by-case as a written request to the Office of Teacher Education Services and program faculty. In order to streamline this process, beginning spring 2010, candidates seeking field experience placements submit a request on TaskStream. By submitting an electronic field experience placement request, the unit has eliminated hard copy processing of forms.

Candidates enrolled in EDF 319, ELE/EMG 445 and SED 401 complete field experiences at Model Laboratory School or at other sites in the region with approval of the course instructor. These field experiences are closely aligned with the specific course student learning outcomes and require candidates to apply the course concepts in field settings. For example, in EDF 319, candidates observe individual students and classrooms to analyze developmental characteristics and instructional approaches. For ELE/EMG 445, candidates conduct literacy assessments and teach literacy mini-lessons to individuals and groups of P-12 students. In SED 401, candidates observe and analyze various methods for providing instruction for students with a variety of special needs.

Candidates enrolled in methods courses participate in intensive field experiences. At the elementary level, candidates participate in practices that require them to be in a partner school for the entire school day for 12 days. Richmond campus students are assigned to one of 4 schools in Madison, Fayette or Jackson County and the Corbin area students are placed in Corbin or Laurel County schools. During these placements, they plan and teach lessons in the four major content areas. In addition, elementary education candidates spend two days presenting “math fun day” and “science fun day” in area schools. Middle Grades methods students are assigned to work with teachers in their subject emphasis areas in schools in Madison and Rockcastle County for 7 days under the supervision from the EKU middle grades faculty. They plan, teach and videotape lessons in each of their teaching fields. Middle grades methods candidates also complete a shadow study and contextual analysis at a diverse school in Lexington for one school day. Secondary methods students complete 20 hours of field experiences working under the supervision of a teacher in their major. Secondary methods faculty members collaborate with area teachers and principals to coordinate and supervise these placements.

All Secondary program candidates (P-12, 5-12, and 8-12) are required to complete an additional 30 hours of independent field and clinical experiences as defined by their educational counselor. These field experiences are recorded in the ePortfolio.

In the past, the unit and school partners jointly made student teaching placement decisions through faxes and mailing. After consulting with the Field Experience and Clinical Practice committee, as of fall 2008, the unit and school partners began working closely together through email to confirm student teacher placements and internships for other school professionals. This electronic communication process has improved the communication with school partners who assist the unit in placing student teachers and interns. As of fall 2008, candidates who wish to be placed outside the service region are required to submit a request to the Field Experience and Clinical Practice Committee (FEPC) to determine whether the candidate’s request will be approved.
The University has a unique opportunity for offering high quality early field experiences at the Commonwealth’s only P-12 laboratory school located on the EKU campus. Because of its close proximity and mission, Model Laboratory School provides field and clinical experiences for EKU candidates under the supervision of certified professional educators who are also faculty in the College of Education and share its commitment to produce quality educational professionals.

In addition to Model, teacher candidates’ placements are made in a variety of educational settings. School partnerships include local schools in Madison County, school systems within a 60-mile radius of Eastern Kentucky University, and various sites ranging from southern Kentucky to Jefferson County to Floyd County in the east to Washington County in the west. Fayette County (Lexington) and Jefferson County (Louisville) are two large metropolitan areas that contribute to the diversity field experience sites offered to candidates.

During student teaching, the Office of Teacher Education Services works directly with school partners to design, deliver and evaluate the unit’s field and clinical experiences. The Office of Teacher Education Services has Memoranda of Agreement with districts housed in the dean’s office.

Through a partnership with Madison County Schools, school professionals provide confidentiality and technology user agreement training each semester for candidates to support candidates’ learning in field experiences and clinical practices. In addition, elementary teacher candidates are provided Response to Intervention trainings by math and reading specialist Madison County school partners. In collaboration with Kentucky’s Education Professional Standards Board, the board attorney, at the student teacher orientation, talks about the Professional Code of Ethics as it relates to professionalism in the field of education. In fall 2007, the unit established a partnership with the Kentucky Educational Collaborative for State Agency Children (KECSAC) to provide various differentiated instructional strategies to maximize teacher candidates learning experiences with diverse learners.

The unit provides professional development for cooperating teachers through training efforts of the SouthEast/SouthCentral Educational Cooperative. The SESC annual professional development is organized in collaboration with program faculty to respond to the professional needs identified by our school partners. Since 2003, all University Supervisors of student teachers have been required to be trained as KTIP teacher educators or mentors. During the academic year 2009-2010, cooperating teachers and university supervisors received additional training in the Kentucky Teacher Internship Program Observation Instrument, with a special emphasis on mentoring student teachers and developing a unit work sample. As cooperating teachers continue with their graduate programs, they are encouraged to complete the graduate course, Organization and Supervision of Student Teaching. In response to cooperating teacher seminar evaluations, plans are underway to provide additional trainings and resources. Cooperating teachers will be surveyed in fall 2010 to determine the need for web-based training through Interactive Television (ITV).

The TES staff conducts University Supervisors’ meetings two times each semester: First in an orientation seminar to discuss policies and procedures and again in an exit seminar to collect candidates’ key assessments. During the orientation, all university supervisors are trained in the
KTIP program instrument addressing Task A-C, D, E, F and G-J2 to provide continuous assessment of the candidates’ knowledge and implementation of the Kentucky Teacher Standards.

Academic departments in the College of Education meet monthly. In addition, all program area faculty members meet on an ongoing basis. For example, elementary education methods block team meet regularly to discuss field and clinical experiences; the middle grades faculty meet prior to the beginning of the fall semester methods block to plan and schedule filed placement; and the Department of Special Education meets throughout the semester as a team of clinical supervisors. The Office of Teacher Education Services provides updates and trainings for new clinical faculty regarding policies and procedures related to field and clinical experiences via email throughout the year. Productive collaboration with school partners continues to be an area of strength of professional education at Eastern Kentucky University.

The Student Teaching and Field Experiences website provides an overview of the policies and procedures related to clinical and field experiences to assist cooperating teachers, principals, and university supervisors in understanding their roles and responsibilities. Each semester the handbook is revised to reflect current policies and practices.

All partners are involved in the evaluation of both candidates and their placements. In initial programs, college faculty and cooperating teachers supervising field experiences use KTIP lesson plans to evaluate candidates’ content knowledge, pedagogy and technology skills, dispositions and sensitivity to diverse learners. As candidates move through their program, college faculty and cooperating teachers use modified versions of the KTIP Performance Record.

Advanced Programs
In advanced programs, practicum and clinical experiences are designed and coordinated by each graduate program area in collaboration with schools and agencies. The MAEd. in Reading / Writing program faculty coordinate reading and writing summer programs at Model Laboratory School for area children in collaboration with the program’s practicum course. The Gifted and Talented practicum course has a collaborative relationship with Madison County Schools where children from the surrounding areas attend a summer enrichment program. The unit’s Gifted Collaborative Advisory Board consists of professors, administrators and teachers. Since, 2008, Educational Leadership has had a partnership with Boyle County, Madison County and The Kentucky Department of Education (KDE) to develop and deliver a “Grow Your Own” principal preparation program. In the program they co-design and co-deliver the principal preparation program. In this program, candidates use real data from their district to investigate district and building needs. In addition, Educational Leadership has a partnership with KDE to provide administrative certifications (principals, supervisors, directors of pupil personnel, and superintendents) to Highly Skilled Educators (HSE). The partnership involves candidates’ taking course work and working with schools to improve student achievement. These candidates also serve on Assist Teams that includes principals, central office personnel and teachers.

The unit provides candidates with a wide variety of field and clinical experiences in both initial and advanced programs. Both unit and school-based faculty jointly determine the field and clinical placements of teacher candidates and interns for other school professionals to maximize
the learning experience for candidates and P-12 students. All Memoranda of Agreement are housed in the Dean’s office.

3a.2. In what ways have the unit’s partners contributed to the design, delivery, and evaluation of the unit's field and clinical experiences?

Initial Programs
The unit maintains a Field Experience and Clinical Practice Committee (FECP) including TES liaisons, Assistant Director, school district representatives, university supervisors, cooperating teachers and support staff. The FECP committee reviews policies, procedures, and addresses candidates’ requests for student teaching placements outside the service region. The unit relies on the committee for feedback on design, delivery, and evaluation of field and clinical experiences.

Each semester, the unit’s Dean hosts a meeting with school partners from surrounding districts to discuss the evaluation of field and clinical experiences. In the meetings, the unit and its school partners share expertise and integrate resources to support candidate learning. These roundtable discussions have contributed to: (a) the redesign of the elementary teacher education program, (b) ePortfolio scoring rubric (c) redesign of the Pre-Service Teacher Candidate Disposition Assessment form and (d) redesign of the Student Teaching Final Evaluation Instrument.

In an effort to get a more precise measure of initial candidates’ pedagogical knowledge and skills, in 2009-2010, the unit and school partners redesigned the Student Teaching Final Evaluation Instrument based on the KTIP Performance Record. Faculty decided to score each candidate on each Kentucky Teacher Standard at the indicator level. A new scoring guide was developed based on a 5-point Likert scale with 1 being Unacceptable, 3 being Acceptable, and 5 being Target. This instrument provides relevant feedback to the various programs regarding the candidates’ depth of content knowledge, pedagogy, dispositions, technology and the ability to work with diverse learners.

Candidates’ dispositions are assessed at three transition points (1) at entry to program, (2) admission to student teaching and (3) exit from student teaching. Both unit and cooperating teacher are required to complete the online Pre-service Teacher Candidate Disposition Assessment Form. The disposition form serves as a final check on whether candidates have proper dispositions for teaching. In the event that a candidate is deficient in terms of disposition, the Teacher Admission Committee conducts a review to determine the status of the candidate in the Professional Education Program.

Office of Teacher Education Services (TES) and program faculty track field and clinical experiences in order to ensure that candidates develop and demonstrate skills, knowledge, and dispositions that support diverse learning by all students. The TES and program faculty are a team in monitoring candidates’ developing skills across the conceptual framework. The Office of Teacher Education Services includes a director, assistant director, tracking specialist, certification specialist, admission specialist, recruitment and retention coordinator, alternative certification specialist, advisor, three support staff and several student workers. The TES works
with program faculty to develop and maintain a sequence of field experiences that is developmental in nature and provides experiences throughout the program in a variety of settings and in the appropriate content or licensure area(s).

**Advanced Programs**
In advanced programs, practicum and clinical experiences are designed and coordinated by each graduate program area in collaboration with schools and agencies. The Reading /Writing graduate practicum holds a summer reading and writing program for area children at Model Laboratory School. The Gifted and Talented practicum course has a collaborative relationship with Madison County Schools where children from the surrounding areas attend a summer enrichment program. The unit’s Gifted Collaborative Advisory Board consists of professors, administrators and teachers. Since, 2008, Educational Leadership has had a partnership with Boyle County, Madison County and The Kentucky Department of Education (KDE) to develop and deliver a “Grow Your Own” principal preparation program. In the program, they co-design and co-deliver the principal preparation program. The unit and school partners play a cooperative role in designing, implementing and evaluating all experiences for candidates. This cooperation has led to improvements in implementing field placements and assessing candidates in their field experiences.

3a.3. What are the roles of the unit and its school partners in determining how and where candidates are placed for field experiences, student teaching, and internships?

**Initial Programs**
In EDF 103, the unit’s instructors contact the office of TES to determine field experiences at Model Laboratory School. Because of its close proximity and mission, Model Laboratory School provides field and clinical experiences for EKU candidates under the supervision of trained faculties who are members of the College of Education and share its commitment to produce quality educational professionals.

In EDF 203, a required foundation course for all initial programs, candidates choose from a variety of local sites that includes both schools and community agencies. Prior to the academic year 2009-2010, candidates’ field experiences placements were handled case-by-case as a written request to TES and program faculty. In order to streamline this process, in spring 2010, candidates seeking field experience placements submit a request on TaskStream. By submitting an electronic field experience placement request form, the TES has eliminated hard copy requests.

In the past, the TES and school partners jointly made student teaching placement decisions through faxes and mailing. After consulting with the FECP committee, as of fall 2008, the TES and school partners began working closely together through email to confirm student teacher placements and internships for other school professionals. This electronic communication process has improved the communication with school partners who assist the TES in placing student teachers and interns. As of fall 2008, candidates who wish to be placed outside the service region are required to submit a request to the FECP committee to determine whether the candidate’s request was approved.
Advanced Programs

All advanced program faculty make the initial contact with school partners to identify qualified supervisors for job-embedded field and clinical experiences. Candidates who are not currently employed work within area schools to complete these experiences. In many cases, the TES offers a unique opportunity for these candidates to collaborate with Model Laboratory School. In Communication Disorders, internship placements are determined based on candidates’ clinical experience and performance as well as expertise of supervising clinicians. In other school professions, the candidate submits a request for their internship placement at a worksite or agency nearby.

3a.4. How do the unit and its school partners share expertise and resources to support candidates’ learning in field experiences and clinical practice?

Initial Programs

Through a partnership with Madison County Schools, school professionals provide confidentiality and technology user agreement training each semester for candidates to support candidates’ learning in field experiences and clinical practices. In addition, elementary teacher candidates are provided Response to Intervention trainings by math and reading specialist Madison County school partners. In collaboration with Kentucky’s Education Professional Standards Board, the board attorney, at the student teacher orientation, talks about the Profession Code of Ethics as it relates to professionalism in the field of education. In fall 2007, the TES established a partnership with Kentucky Educational Collaborative for State Agency Children to provide various differentiated instructional strategies to maximize teacher candidates learning experiences with diverse learners.

The TES provides professional development for cooperating teachers through training efforts of the SouthEast-SouthCentral Education Cooperative. The SESC annual professional development is organized in collaboration with program faculty to respond to the professional needs identified by the school partners. During the academic year 2009-2010, cooperating teachers and university supervisors were trained in the Kentucky Teacher Internship Program Observation Instrument, with a special emphasis on mentoring student teachers and developing a unit work sample. As cooperating teachers continue with their graduate programs, they are encouraged to complete the graduate course, Organization and Supervision of Student Teaching. In response to cooperating teacher seminar evaluations, plans are underway to provide additional trainings and resources. Cooperating teachers will be surveyed in fall 2010 to determine the need for web-based training such as ITV.

The TES staff conducts university supervisors’ meetings two times each semester: an orientation seminar to discuss policies and procedures and an exit seminar to collect candidates’ key assessments. During the orientation, all university supervisors are trained in the KTIP instrument. The KTIP instrument was designed by Kentucky’s Education Professional Standards Board to evaluate first year teachers. The KTIP instrument is used in student teaching to provide candidates with continuous assessment of their growing knowledge and implementation of the Kentucky Teacher Standards and to provide candidates familiarity with the forms they will encounter in their first year of teaching (KTIP Task: A-C,D, E, F and G-J2).
The elementary and middle grades education methods block teams meet regularly to discuss field and clinical experiences and the Department of Special Education meets throughout the semester as a team of clinical supervisors. The Office of Teacher Education Services provides updates and trainings for new clinical faculty regarding policies and procedures related to field and clinical experiences via email throughout the year. Productive collaboration with school partners continues to be an area of strength of professional education at Eastern Kentucky University.

The Student Teaching & Field Experiences website provides an overview of the policies and procedures related to clinical and field experiences to assist cooperating teachers, principals, and university supervisors in understanding their roles and responsibilities. Each semester the handbook is revised to reflect current policies and practices.

**Advanced Programs**

In advanced programs, the unit’s school partners share their expertise with candidates as adjunct faculty and guest speakers. For example, several adjunct part-time faculties are current superintendents or teachers at partner schools/districts. The Appalachian Partnership for Literacy Development (ALPD) hires a “fellow” from its partner school system to work in the unit’s summer program. This school partner provides needed, up-to-date expertise in working with interns completing the practicum. The fellow evaluates, critiques, and facilitates candidates reading and writing instruction with students attending the summer program.

3a5. **Standard 3 - Exhibits Related to Collaboration Between Unit and School Partners**

| EXHIBIT | Memoranda of Agreement |
| EXHIBIT | Minutes |

3b. **Design, Implementation, and Evaluation of Field Experiences and Clinical Practice**

3b.1. **What are the entry and exit requirements for clinical practice?**

**Initial Programs**

Clinical practice is defined as student teaching or final practice. Prior to student teaching, the unit requires candidates to have at least one hundred fifty (150) hours of field experiences in various courses preparing them to teach. Initial certification candidates must meet the following criteria for entrance into student teaching: completion of Personal and Professional Fitness Declaration form; valid medical examination/TB test; and an overall GPA of 2.75 on undergraduate course work, in professional education, in EKU general education courses, and in majors(s), minor(s), area(s) of academic emphasis, and endorsement area(s); state and federal criminal background check completed; candidate interview and evaluation of dispositions; portfolio review/evaluation; and advisor recommendation.

The completion of student teaching requires successful completion of student teaching placement(s), satisfactory evaluation of the candidate’s ePortfolio and submission of all key assessments, a satisfactory final evaluation, and participation in seminars.
For initial candidates in the Master of Arts in Teaching programs, entry requirements include: Completion of Professional Education core ranging from 15 to 21 hours; completion of Personal and Professional Fitness Declaration form; completion of Action Research Project proposal; key assessments; and a successful ePortfolio evaluation.

Exit requirements for the Master of Arts in Teaching include: Action research project paper presentation; Capstone seminar; Praxis II Principles of Learning and Teaching exam; key assessments; and successful ePortfolio evaluation.

Candidates who do not meet expectations as outlined in state and professional standards are not allowed to complete the clinical experience, but are given an opportunity to appeal to the Professional Education Admission Committee (PEAC) to review their case. The committee will review supporting documentation, and other relevant materials brought before the committee and will take appropriate action concerning the candidate’s case. The candidate will be notified of the committee’s decision.

**Advanced Programs**

The unit has developed three transition points for its advanced programs. Entrance requirements for advanced programs specify minimum levels of performance on specific standardized tests and minimum GPAs from candidates’ undergraduate programs. Maintenance of the required minimum GPA is monitored at each of the transition points. At Transition Point 7 – Exit from the Program - candidates in Advanced Programs must complete and pass a final culminating project. Each program has determined an appropriate “culminating project”—a professional portfolio that is aligned with the Kentucky Teacher Standards written or oral comprehensive examinations. Advanced candidates enrolled in graduate programs that lead to new certification areas must also take the state designated standardized Praxis II Test Series. Initial candidate scores from the Praxis II tests are reported to EKU with initial candidate scores.

**3b.2. Standard 3 - Exhibit Table 7**

**3b.3. How does the unit systematically ensure that candidates develop proficiencies outlined in the unit’s conceptual framework, state standards, and professional standards through field and clinical experiences in initial and advanced preparation programs?**

**Initial Programs**

The unit ensures that candidates develop proficiencies outlined in the unit’s conceptual framework and state and professional standards by providing carefully structured and sequenced observation and field and clinical experiences. These observations and field and clinical experiences occur in classrooms with teachers who provide strong instructional models for candidates and P-12 settings. Finally, the unit ensures candidates’ growing proficiencies through continuous assessment that aligns with the conceptual framework and state and professional standards.

Beginning with the first course (EDF 103) in the sequence of required courses, initial candidates are placed in school classrooms to experience elementary, middle school, and secondary
education. In EDF 103 initial candidates determine whether they want to pursue a career in education and at which level (elementary, middle, or secondary) they want to work. During EDF 103 candidates assess their dispositions for working as a teacher or in fields related to education. By the end of EDF 103, candidates can answer the questions: Do I want to be a teacher? Where do I want to teach (Elementary, Middle Grades, and High School)? In subsequent courses, beginning with EDF 203, the second required course in the professional core, candidates are placed in school and community settings where they work directly with students in after school programs, tutorial settings, and community agencies providing student opportunities (i.e., Head Start, after school arts community program). As candidates proceed through their major, after admission to teacher education, they increase their direct work with students in classrooms, proceeding from tutorial/mentoring experiences to working with students in small groups and teaching lessons. In each of the field experience settings, candidates are placed with qualified cooperating teachers that district personnel feel present the strongest clinical model for candidates. The amount of field experiences that candidates perform (at least 150 hours) prior to student teaching, prepares them well for student teaching and their induction into in-service education.

The unit uses several measures to assess candidates’ knowledge of the conceptual framework, state standards, and professional standards. In initial programs, course instructors use the ePortfolio and Disposition form. The Professional Education Program ePortfolio is evaluated at three checkpoints during the teacher preparation program: (1) Admission to professional education program, (2) Admission to student teaching, and (3) Exit from student teaching by faculty from the unit and by the College Supervisor at the end of student teaching. In 2009, a new scoring guide based upon the Kentucky Teacher Standards was designed and implemented for Fall 2009 and Spring 2010. The new scoring guide is based upon a 4-point scale with 1 being Beginning, 2 being Developing, 3 being Competent, and 4 being Exemplary. Target performance for the ePortfolio is a score of 3 or higher on each criterion of the scoring guide. Candidates’ performance for each standard was a score of 3 or higher. Evidence from the unit assessment clearly indicates that initial candidates are competent to exemplary in their ability to create positive learning environments.

The unit is committed to ensuring that candidates know and demonstrate the dispositions and skills that are critical to success as education professionals. Dispositions include, “Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities.” In 2007-2008, the faculty developed and field tested a new professional disposition assessment instrument with a series of 12 questions. This assessment was adopted by the Teacher Education Program and posted to an electronic form beginning in fall 2009. Candidates and other school professionals are scored on each question using a 5-point scale with 1 being unacceptable, 3 being acceptable, and 5 being target. The unit faculty and school partners assess the dispositions of teacher candidates and other school professional candidates in initial programs at three checkpoints during their program of study: (a) at entry, (b) across the program, and (c) exit from program. In addition, the Student Teaching Final Evaluation instrument incorporates a dispositions standard. Results indicate that most pre-service teacher education candidates are meeting or exceeding the targeted expectations. Further, the evidence from one year of data suggests that candidate dispositions improve as they progress through the program. The unit maintains records of all
candidates’ field experiences and clinical practice for a period of seven years. Evaluation reports include summary data on all teacher candidates by unit program and are provided to department chairs via email.

The Office of Teacher Education Services is alerted if a candidate receives an unacceptable score as they progress through the program, the unit has established a consultation/intervention plan to help those candidates address weak areas and improve performance.

**Advanced Programs**

Advanced Programs allow candidates to further extend their knowledge and skills within their present certification areas. Coursework is designed to allow candidates to engage in job-embedded field and clinical experiences that are monitored by program faculty. Ongoing progress and growth is monitored at each of the transition points. For exiting, each program has determined an appropriate “culminating project” aligned with the unit’s conceptual framework, state standards, and professional standards or a written or oral exam that the candidate must complete and pass. A final project can be an action research project that required candidates to implement “best practice” instruction within their educational setting and measure the impact of this instruction. For the professional portfolio, the candidates must demonstrate Kentucky Teacher Standards, instructional strategies and practices relevant when examining pedagogical content knowledge and skills that will enable all students to learn. The performance portfolio and action research projects are scored using faculty developed scoring guides that are specific to discipline areas.

Eastern Kentucky University prides itself on advanced programs in which in-service educators utilize and apply new knowledge and skills to their professional teaching roles. The concept of job-embedded class activities seem new to some in higher education, but it is not new to program faculty and candidates. In advance programs, faculty encourage graduate students to try unfamiliar instructional strategies with students, to design instructional units can be used with current or future P-12 students, and to research solutions to solve problems in their own schools and districts.

Currently, these field and clinical experiences are embedded in specific assignments in courses required in the different degree programs. The Master of Arts in Education in Elementary, Middle and Secondary programs rely solely on these embedded activities, projects, and assignments. The Master of Arts in Education in Library Science, Gifted and Talented Education, and Reading/Writing all include a capstone practicum course that required extensive clinical experiences. A grade of C or better (or Satisfactory) indicates successful completion of these required experiences.

Classes that are offered during the fall and spring semesters require candidates to complete these tasks in their own classrooms or, when they do not hold a teaching position, they are asked to complete the assignments in a school in their home district. In some situations, EKU faculty members collaborate with Model Laboratory School to facilitate these experiences there.

In summer classes, candidates may not be able to work directly with a classroom or individual students. Candidates are asked to work with a relative or neighbor, or create instructional plans
for their future classrooms. The lack of available opportunities to work directly with P-12 students during the summer presents an impediment to candidate field experiences in those sessions. A summer program at Model Laboratory School could provide a clinical laboratory for graduate candidates while meeting the needs of struggling students in the region. However, current funding prohibits this opportunity.

3b.4. How does the unit systematically ensure that candidates use technology as an instructional tool during field experiences and clinical practice?

Initial Programs
The unit systematically ensures that candidates use technology as an instructional tool during field experiences and clinical practice. Initial program candidates are required to take relevant computer courses to prepare them to use advance technology (CSC 104/ CIS 212). While in the program, candidates take courses in “smart classrooms” that consist of laptops, docking stations, LCD projectors, student response systems, document cameras, sound amplification systems and wireless connections. Faculty model effective use of technology and require candidates to incorporate technology into classroom presentations and demonstration teaching lessons. In methods courses, candidates are required to show proficiency using blogs, web quests, and digital story telling.

Once admitted into the Teacher Education Program, candidates are required to construct an ePortfolio. This electronic portfolio is posted on TaskStream and is evaluated at three checkpoints during the teacher preparation program: 1) admission to teacher education, 2) admission to student teaching, and 3) exit from student teaching. This electronic portfolio is a collection of entries scored by the instructor. Each of the entries should include the context for the entry and an explanation of how it addresses the Kentucky Teacher Standards. Included in this portfolio are entries for Kentucky Teacher Standard 6: The Teacher Demonstrates the Implementation of Technology. Within Standard 6 the candidates must demonstrate their ability to use technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

Advanced Programs
Advanced programs focus on enhancing and extending technology skills of candidates. In advanced programs, candidates are required to submit their assessment via Blackboard (online database system adopted by EKU for use with course work). In the summer, APLD candidates use computer labs to create digital stories to teach students reading and writing skills. Candidates in Counseling programs take most of their courses on-line and use technology during counseling and treatment sessions for teaching students (school counseling) and developing treatment plans that are submitted electronically. In Educational Leadership, candidates must complete Action Research, EAD 869, using technology in the presentation and the analysis of real school level data.

The Library Media Specialist Program is an online program. LIB 769 and LIB 863 involves integration of technology across the curriculum using web 2.0 technology (social media) to develop a school library website. Library media specialist candidates learn how to use several
instructional media and social networking software programs including Photo Shop, Movie Maker, PowerPoint, Wikis, Dreamweaver (web page development) and other free or open source software programs. Candidates must develop several instructional media projects along with a classroom website using their EKU student web space.

The unit systematically ensures that candidates use technology as an instructional tool during field experiences and clinical practice. In advanced programs, information technology is used in a variety of ways to support practicum candidates such as: Blackboard, ITV, WebPages, flyers, Power Point presentations and smart classrooms to support candidates and unit faculty. In Fall 2010, the unit has increased its online courses available to all teacher candidates in both initial and advanced programs.

3b.5. What criteria are used in the selection of school-based clinical faculty? How are the criteria implemented? What evidence suggests that school-based clinical faculty members are accomplished school professionals?

Initial Programs
The unit candidates are placed in schools and educational settings where they obtain relevant field experiences under the supervision of qualified host supervisors. To host a candidate for field experience or clinical practice, cooperating teachers must hold a valid Kentucky teaching certificate, have 3 years of teaching experience and a Rank II (or the teacher must have earned 15 hours of college credit toward that rank within the first five years of teaching) and have taught in the present school system for at least one year as set forth under Kentucky law (KRS 161,042). The unit requires school-based clinical faculty to have one of the following trainings: KTIP training, Student Teacher workshop training and completion of EMS 880 (Organization and Supervision of Student Teaching).

The Office of Teacher Education Services works directly with a designated school official to identify qualified cooperating teachers. TES emails the cooperating teachers criteria to the district official who compiles a list of approved teachers. The administrator’s approval provides validation of the expertise of the cooperating teacher.

During the exit seminar, candidates are required to evaluate cooperating teachers and university supervisors’ ability to work with interns. Candidates evaluations of cooperating teachers consistently indicate a high degree of satisfaction with the supervision (91%) provided by the cooperating teacher. The unit uses the aggregated data for the exit surveys to determine desirable cooperating teachers and supervisors using evidence-based practice for future or continued placements.

University supervisors, consisting of professional education faculty and adjunct faculty, play an essential role in the authentic preparation of candidates in all programs. University supervisors are selected by program chairs, have a Master’s degree or higher in the area which they supervise and prior public school experiences. All part-time adjunct faculty members are selected by the Office of Teacher Education Services based on current teacher certification, content knowledge, experience in the subject/ content and experience at the level they supervise.
Advanced Programs
Field supervisors in Educational Leadership need to be at least a certified principal, with at least a Master’s degree. In Library Media Specialist, initial contact for supervision is made by the LMS advisor with district personnel and state organizations. TES contacts district personnel to identify placements for candidates enrolled in practicum in the library media specialist program. Supervisors hold teacher and school librarian certification, a Master’s degree, and at least 3 years teaching experience. The APLD selects teachers from its partner schools who are recognized for their ability to teach reading and writing. They hold a Master of Arts or Rank I (30 hours above the Master’s degree). The Counseling program approves site supervisors, and based upon previous evaluations by candidates, disapproves supervisors. State requirements for the licensure of counselors in schools and community agencies must be met in order to qualify as a site supervisor.

3b.6. What preparation do school-based faculty members receive for their roles as clinical supervisors?

Initial Programs
School-based faculty members include the University Supervisors and Cooperating Teachers. The Office of Teacher Education Services provides school-based faculty members trainings for their roles as clinical supervisors. Each semester, TES conducts meetings for university supervisors regarding procedures and policies for mentoring student teachers and school related professionals in the field. During the orientation, all university supervisors are trained in the KTIP program instrument addressing Task A-C, D, E, F and G-J2 to provide continuous assessment of the candidate’s knowledge and implementation of the Kentucky Teacher Standards.

To provide additional support, school-based faculty can find the Student Teaching and Field Experiences Handbook on the Office of Teacher Education Services website. This handbook provides an overview of the policies and procedures related to clinical and field experiences to assist cooperating teachers, principals, and university supervisors in understanding their roles and responsibilities. Each semester the handbook is revised to reflect current policies and practice.

Trainings for cooperating teachers are offered each summer in collaboration with SouthEast/South-Central Educational Cooperative, a partner of COE. The cooperating teachers are trained in the expectations for the clinical practice, mentoring candidates during the clinical practice, continuous evaluations and feedback that allow candidates to reflect on practice, and key assessments. In addition, TES provides resources on its website to assist school-based clinical faculty. A graduate level elective course is offered to serve as training for educators desiring to be cooperating teachers for EKU candidates.

Advanced Programs
Generally in all advanced programs where clinical faculty members serve to guide candidates in the internship and/or practicum, supervisors are exemplary educators, clinicians, or leaders. Communication between the unit and its supervisors occurs on a regular basis regarding the expectations for the field experience. Listed below are several examples: In the educational
leadership program where the emphasis is on a “Grow Your Own” approach, candidates work directly in school districts to identify and seek solutions to local educational problems. Supervisors of counseling interns complete an online training program. The counseling training modules are found on the counseling website.

3b.7. What evidence demonstrates that clinical faculty members provide regular and continuous support for student teachers, licensed teachers completing graduate programs, and other school professionals?

Initial Programs
The policies and procedures that outline regular and continuous support for student teachers are located on the Student Teaching and Field Experiences website. University supervisors are required to provide four formal observations, including debriefing sessions with student teachers. In Fall 2009, the Office of Teacher Education Services decided that a better system of documenting regular and continuous support was needed. TES brainstormed with the unit’s clinical faculty and developed the Student Teacher Observation Instrument that aligns with the unit’s conceptual framework. As of Fall 2009, unit supervisors complete a Student Teacher Observation Instrument each time they observe and conference with a candidate. The university supervisor provides the student teacher written feedback by using the Student Teacher Observation Instrument. After each observation, the unit supervisors should have a conference with the student teacher and with the cooperating teacher if possible. In addition, unit supervisors complete and submit mid-term and final evaluation of each candidate in TaskStream. University supervisors work with student teachers to develop a professional growth plan that highlights needed areas for improvement. This professional growth plan is completed in the beginning of student teaching and upon exiting Cooperating teachers provide student teachers with daily and weekly reflections, and mid-term and final evaluations. Student teachers are required to do journal writings for their supervisors. Seminars focusing on best practices and teaching diverse populations (underrepresented populations or underserved rural and urban areas) are provided each semester for student teachers in collaboration with the unit’s partners.

Advanced Programs
Through frequent artifacts and reflections submitted by candidates throughout the clinical experience, advanced programs guide candidates to reach the expectations set for the programs. Field and clinical experiences are required in each of the advanced programs. Data on these clinical experiences are incorporated into final projects. Listed below are a few examples: Counseling supervisors meet weekly with candidates and assess competencies of the intern at mid-term and at exit using a counselor competency checklist. Library Media Specialists assess candidates weekly and continuously throughout the experience for the evaluation with continuous communication with the supervisors at the school sites.

3b.8. What structured activities involving the analysis of data and current research are required in programs for other school professionals?

All advanced programs take EPY 869 where candidates learn the methods of research, analyze data, and complete a research project. Analysis of current research and the data that support it is
a part of every advanced program. Coursework throughout this program require candidates to read, evaluate, analyze and synthesis research literature.

3b.9. Standard 3 - Exhibits related to the design, implementation, and evaluation of field experiences and clinical practice

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<td>Agendas from meetings with cooperating teachers and internship supervisors</td>
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3c. Candidates’ Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

3c.1. On average, how many candidates are eligible for clinical practice each semester or year? What percent, on average, complete clinical practice successfully?

For clinical practice in both advanced and initial programs, the unit averages: 130 candidates in the Fall and 300 candidates in the Spring. On average, 99 percent of candidates complete clinical practice successfully.

3c.2. What are the roles of candidates, university supervisors, and school-based faculty in assessing candidate performance and reviewing the results during clinical practice?

Initial Programs
A collaborative model of supervision is used to assess candidate performance during clinical practice. The candidates, cooperating teachers and university supervisors share the responsibility for assessing candidate performance and reviewing the results. During student teaching, candidates are required to have a written lesson plan prior to teaching that is reviewed by the university supervisors and cooperating teachers. Candidates are expected to reflect on each lesson presented in their student teaching placement. At the beginning of student teaching, candidates are asked to self assess their current knowledge of and performance on each Kentucky Teacher Standard. Using this as a guide, the candidates write a professional growth plan using the KTIP Professional Growth Plan form (Task E). At the completion of student teaching, using the Kentucky Teacher Standard Self Assessment, candidates again self assess their performance level on each standard, reflecting on their progress with the university supervisor and cooperating teacher. In addition, student teachers are required to maintain a weekly electronic journal for their university supervisors in which they reflect on their lessons, pedagogy, classroom management and growth for the week. Candidates also select samples of their work to
add to their ePortfolio. For each ePortfolio entry, candidates document their rational for including the entry and how it reflects fulfillment of the Kentucky Teacher Standards.

The second piece of this triad is the cooperating teacher. It is the expectation of the unit that the role played by the cooperating teacher will facilitate the smooth working of the triad. It is important that the cooperating teacher: (1) provide daily, systematic feedback to the student teacher, (2) plan with the student teacher for lessons and units of study, (3) formally observe the student teacher, (4) evaluate the student teacher using the mid-term evaluation, (5) complete the final evaluation of the student teacher, (6) periodically evaluate the portfolio, (7) address issues that impact the student’s performance as a teacher, (8) work with the university supervisor and student teacher to facilitate the student teaching experience.

A collaborative model of supervision is used to assess candidate performance during clinical practice. The candidates, cooperating teachers and university supervisors share the responsibility for assessing candidate performance and reviewing the results. During student teaching, candidates are required to have a written lesson plan prior to teaching that is reviewed by the university supervisors and cooperating teachers. Candidates are expected to reflect on each lesson presented in their student teaching placement. At the beginning of student teaching, candidates are asked to self assess their current knowledge of and performance on each Kentucky Teacher Standard. Using this as a guide, the candidates write a professional growth plan using the KTIP Professional Growth Plan form (Task E). At the completion of student teaching, using the Kentucky Teacher Standard Self Assessment, candidates again self assess their performance level on each standard, reflecting on their progress with the university supervisor and cooperating teacher. In addition, student teachers are required to maintain a weekly electronic journal for their university supervisors in which they reflect on their lessons, pedagogy, classroom management and growth for the week. Candidates also select samples of their work to add to their ePortfolio. For each ePortfolio entry, candidates document their rational for including the entry and how it reflects fulfillment of the Kentucky Teacher Standards.

**Advanced Programs**

During clinical practice, in both Educational Leadership and LMS, during clinical practice, the university supervisor and the site supervisors jointly evaluate candidate performance. In the APLD program, candidates are assessed by university faculty with the help of the program fellow who gives feedback regarding candidate proficiency in planning and delivering lessons, analyzing student learning data, and reflecting on practice. In the counseling program, the duties and responsibilities are in the handbook, which is available online. Candidates are assessed weekly, at mid-term, and at exit. Communication Disorders faculty track the evaluations of the practicum, based on a five point Likert scale (5=highest) to assess the effectiveness of the experience. This data indicates candidates met all criteria established for this program (protocol of professional ethics, preparation, diagnostic skills, treatment, written communication, and professionalism).

**3c.3. How is time for reflection and feedback from peers and clinical faculty incorporated into field experiences and clinical practice?**
Reflection and feedback is a critical part of mentoring Professional Education candidates. Reflection activities are incorporated across each program and throughout the transition points. From initial field observations and experiences candidates are asked to write reflections about what they are observing and doing. Clinical faculty provides written feedback to candidates on lessons and projects submitted through TaskStream. During methods courses, candidates meet daily with their site-supervising teachers regarding their performances. Methods professors meet with candidates and supervising teachers periodically. Formative feedback is given to candidates concerning lesson planning, teaching episodes, and regarding their disposition scores. As part of the course requirement, candidates reflect on every field experience. Student teachers are required to write KTIP lesson plans (Task A-2) and analyze and evaluate student learning within two days of post observation conference using the KTIP Lesson Analysis and Reflection (Task C). Supervisors review these lesson analyses and provide feedback to candidates regarding educational practices and the impact on student learning.

Advanced Programs
All Advanced Programs incorporate a Professional Portfolio or an Applied Project in which candidates are asked to reflect on their performance. In Educational Leadership, candidates reflect on portfolio artifacts in EAD 810, Practicum. While in practicum, the library media specialists’ complete a daily blog within Blackboard. In addition, they reflect on practicum during their oral exams. In the APLD, after teaching lessons, candidates are de-briefed by the program fellow and the university supervisor. In the counseling program, candidates provide video tapes, written reflections, and treatment plans that are reviewed by site and university supervisors.

3c.4. What data from multiple assessments provide evidence that candidates demonstrate the knowledge, skills, and professional dispositions for helping all students learn in field experiences and clinical practice?

Initial Programs
For initial candidates there are specific unit assessments that measure the candidates’ knowledge, skills and dispositions in their field and clinical practice. These key unit assessments include ePortfolio, KTIP Unit Work Sample, Disposition Questionnaire, and Disposition section on the Student Teaching Final Evaluation Instrument, and the Student Teaching Final Evaluation. Trend data across these key unit assessments indicate that candidates demonstrate competent to exemplary performance in their knowledge, skills and professional dispositions. Areas that scored weakest (still competent or above) were candidates’ ability to address individual learning differences, interpret individual and group assessment data and incorporate higher order thinking skills in lessons. Faculty in the Unit will follow data trends and make needed program changes.

Advanced Programs
Advanced candidates engage in job-embedded assessments that measure their proficiency in professional and pedagogical knowledge and skills. They develop meaningful learning experiences that facilitate learning for all students. Evidence of these professional and pedagogical skills is measured through two key assessments: Culminating Projects with Reflections and Employer Survey. In addition, advanced candidates complete a portfolio or a final applied project and/or oral and written comprehensives to showcase their understanding and
used of advanced pedagogy. Data from these advanced program key assessments demonstrate that advanced candidates have the professional and pedagogical knowledge and skills needed.

3c.5. What process is used to ensure that candidates collect and analyze data on student learning, reflect on those data, and improve student learning during clinical practice?

**Initial Programs**
Candidates in initial programs at EKU work through a variety of increasingly demanding projects and tasks to develop and refine their skills in assessing and analyzing student learning and in modifying instruction as a result of assessment and analysis of student learning. In field experiences, candidates are required to complete KTIP lesson plans that include an analysis of student learning, reporting of student learning results and reflection upon practice. During student teaching, candidates are required to complete the KTIP Task C, and the Instructional Unit (G-J) and reflect upon practice. Task C requires students to report student learning results regarding whole group and subgroups of students who have various difficulties in learning (e.g., disabilities, cultural factors, etc.). Candidates must analyze student work in relation to how learning objectives are met, report the results, reflect on their instructional practices, and make recommendations for improving practice to increase student learning/achievement. The culminating project that documents candidates’ impact on student learning is the KTIP Unit Work Sample or Instructional Unit (Task G-J).

Unit assessment data demonstrates that initial candidates are able to do the following at the target level: use pre and post assessments to guide instructional planning; to analyze, summarize, and reflect on post assessment results to determine the impact of instruction on student learning; and to interpret the results of their teaching. Areas that scored lowest (but still above the target area) were making appropriate adaptations based on individual needs of learners, being clear and detailed in their interpretation of assessment data, and reflecting upon their interpretation of student learning.

**Advanced Programs**
Advanced candidates engage in job-embedded assessments that measure their proficiency in professional and pedagogical knowledge and skills. They develop meaningful learning experiences that facilitate learning for all students. In addition, candidates are asked to work with school, family, and community and to reflect on their learning within these assessments. As they complete their reflection, candidates examine ways in which they have grown and then design plans for future leadership roles. At Transition 7 in the advanced programs, candidates are required to complete a final culminating project. Each program has determined an appropriate “culminating project” (professional portfolio) that is aligned with the Kentucky Teacher Standards or an action research project that requires candidates to implement “best practices” instruction within their educational setting and measure the impact of this instruction. Evidence of these professional and pedagogical skills are measured through two key assessments: culminating projects or portfolios and the employer surveys.
3c.6. How does the unit ensure that all candidates have field experiences or clinical practice that includes students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups?

Initial Programs
Prior to 2009, the unit used a data base system to track initial candidates’ field experiences with diverse populations. In 2006-2009, the data indicated that candidates’ field experiences demonstrated a diversity level commensurate with state diversity data. However, this system was found to be inadequate for tracking candidates’ total diverse field experiences across all programs. The tracking system revealed that candidates were inconsistent in tracking field experiences across all programs. As of 2009, the unit adopted a data system to track individual candidates’ field experiences with diverse student populations using TaskStream. Candidates are required to complete the “Field Experience Diversity Survey” after each field experience. The survey requires candidates to identify their interactions with students from diverse ethnic/racial, linguistic, gender and socioeconomic groups. To insure that candidates receive adequate training in working with diverse students, the college instituted a policy requiring candidates, prior to student teaching, to complete at least 20 hours of field experiences with diverse student populations in school or community settings. The Office of Teacher Education Services tracks candidates’ field experiences to determine if they are meeting the twenty hours requirement prior to student teaching and then notify candidates regarding opportunities for completing this requirement. The unit uses TaskStream to collect, monitor, and assess each candidate’s field experience (performance, dispositions) as well as evaluating the unit’s offering of field experiences (quality, diversity). Candidates who need support in finding field experience sites complete the Field Experience Placement form in TaskStream. This field experience placement request is electronically sent to the Office of Teacher Education Services field experiences mailbox.

Advanced Programs
Advanced programs have established individual practices for requiring monitoring sufficient diverse field experiences by candidates. Listed below are a few examples: Counseling interns must demonstrate that at least twenty percent of their clients in the internship come from diverse backgrounds. The Appalachian Partnership for Literacy Development (ALPD) program, candidates work with students who are below grade levels in reading and writing skills. These students represent many diverse backgrounds. Library Media Specialist practicum must complete clinical experiences outside their district. Professors require practicum candidates to complete placement in a diverse educational setting. In addition to requirements by programs on a set policy regarding the diversity of the field/clinical experience, the data regarding the diversity of students at sites where advanced candidates complete their training indicate a wide diversity of students.

3c.7. Standard 3 - Exhibits Related to the Development and Demonstration of Knowledge, Skills, and Professional dispositions for Helping All Students Learn

| EXHIBIT | Summary Report of Candidates Field Experiences |
| EXHIBIT | Completion rates for candidates in student teaching and internships by semester |
Optional

1. What does your unit do particularly well related to Standard 3?

Beginning with the first course (EDF 103) in the sequence of required courses, initial candidates are placed in school classrooms to experience elementary, middle school, and secondary education. In EDF 103, initial candidates determine whether they want to pursue a career in education and at which level (elementary, middle, secondary, P-12, or special education) they want to work. During EDF 103, candidates assess their dispositions for working as a teacher or in fields related to education. By the end of EDF 103, candidates can answer the questions: Do I want to be a teacher and where do I want to teach (Elementary, Middle Grades, High School, P-12, or Special Education)? In subsequent courses, beginning with EDF 203, the second required course in the professional core, candidates are placed in school and community settings where they work directly with students in after school programs, tutoring settings, and community agencies providing student opportunities (e.g., Head Start, after school Arts community program). As candidates proceed through their major, after admission to teacher education, they increase their direct work with students in classrooms, proceeding from tutorial/mentoring experiences to working with students in small groups and teaching lessons. The amount of field experiences that candidates perform (at least 150 hours) prior to student teaching, prepares them well for student teaching and their induction into in-service education.

In addition, the unit invites all teacher candidates to participate in the College of Education Dean’s Evening of Excellence. This collegial event provides additional resources for professional education candidates. These candidates participate in mock interviews, resume writing, interview skills, ePortfolios, and cultural inclusion workshops.

2. What research related to Standard 3 is being conducted by the unit or its faculty?


Teacher Education Services is committed to analyzing candidates’ preparedness to plan and teach diverse learners. In fall 2009, during student teaching, TES gave candidates a pre- and post diversity awareness survey. The data from this survey were analyzed and the results show that the fall 2009 candidates’ responses showed a greater awareness of diversity than the spring 2010
candidates. TES can only speculate which variables impacted the fall 2009 candidates’ diversity awareness during student teaching (e.g., speakers, textbook, hands-on activities, program coursework, or their own prior experiences).

**How can the program be improved based on these results?**

In order to improve the program, the Office of Teacher Education Services should survey candidates’ diversity awareness at each common core course, prior to student teaching and during student teaching, to better prepare candidates to plan and teach diverse learners. This longitudinal data collection should drive the curricula as it continues to align with the state standards, professional standards and conceptual framework.
SUMMARY – STANDARD 3

Collaboration Between Unit and School Partners

The unit, its partners and other members of the professional community work together in the design, implementation, and evaluation of field experiences and clinical practice of teacher candidates. This collaboration helps teacher candidates develop and demonstrate their knowledge, skills, and professional dispositions. To maximize learning experiences for candidates and P-12 students, the placement for field experiences, student teaching and internships is jointly determined by the unit and its partners. In field experiences and clinical practice, expertise and resources to support candidate learning is shared by the unit and school partners in both initial and advanced programs. The unit has worked to build strong partnerships to ensure that candidates at both initial and advanced program levels engage in field experiences and clinical practice that demonstrate in-depth content knowledge and learner centered pedagogy reflective of the conceptual framework, state standards and professional standards.

Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

Candidates are required to have at least one hundred fifty (150) hours of field experiences in various teacher preparation courses. They have an opportunity to extend their field and clinical experiences by observing clinical faculty and teachers in partner schools model best practice and by learning through experience. Candidates are able to apply their knowledge of content, skills and professional dispositions and to reflect on the implementation of these in a variety of settings. During this clinical practice and field experience, candidates regularly interact with teachers, families of students, administrators, university supervisors, and other interns in the school and other settings.

The unit partners allow candidates to participate as teachers or other professional educators, as well as learners in the school or agency setting. Candidates participate in a variety of school-based activities directed at the improvement of teaching and learning, (e.g., Admission Release Committee (ARC) meetings, professional development, parent teacher conferences, faculty meetings, tutoring students, collaborative projects).

The unit provides training for clinical faculty to prepare them for their roles as mentors and supervisors. Clinical faculty regularly evaluates candidates’ skills and knowledge in relation to professional, state and institutional standards. Both cooperating teachers and unit supervisors provide ongoing support for student teachers and interns through observations, conferencing, feedback, and email.

In advanced programs for teachers, candidates participate in job-embedded field experiences that require them to apply what they have learned, analyze student learning, and reflect on their practice in relation to teaching and learning theories. Candidates in other school professional programs must design, implement, and evaluate an appropriate culminating project. The culminating project is research-based, involves the use of technology, and is job embedded.
Candidates’ Development and Demonstration of Knowledge, Skills, and Professional Dispositions To Help All Students Learn

Candidates collaborate with both their peers and clinical faculty to critique and reflect on each other’s classroom practices and their effect on student learning. Field experiences give candidates an opportunity to use their knowledge and skills and to demonstrate mastery of content and professional disposition in relation to all students (e.g., diverse groups and exceptionalities). Throughout field experiences and clinical practice, there are specific unit assessments that measure the candidates’ knowledge, skills and professional dispositions in their field and clinical practice.
STANDARD 4 DIVERSITY

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty; candidates; and students in P-12 schools.

4a. Design, Implementation, and Evaluation of Curriculum and Experiences

4a.1. What proficiencies related to diversity are candidates expected to develop and demonstrate?

The unit is committed to the preparation of teacher education candidates, who demonstrate an awareness and appreciation of cultural differences among individuals and understand how these differences affect student learning. Cultural diversity for the College of Education (COE) represents opportunities to learn about Americans with different characteristics that will essentially provide teacher candidates with a new and expanded set of leadership skills. Cultural diversity in the unit represents a commitment to train candidates to be informed citizens and rational human beings in pursuit of excellence and equity. Now, more than any time in the history of the United States with an increasing ethnic minority population, exposing candidates to issues and perspectives of diversity is paramount to preparing them to make significant contributions to schools and other educational organizations.

This commitment is reflected in the unit’s Mission Statement, Conceptual Framework and Dispositions. The unit’s mission is to prepare effective professional educators to have a commitment to diversity, which fosters life-long growth and learning for all students. Also, the unit is dedicated to the belief that candidates can impact the learning of all students by providing them with experiences that enhance their understanding of diversity, human values, behavioral norms and the social patterns that characterize different cultures. The unit expects candidates to recognize, understand, and respect the complexity of socio-cultural differences. In addition, its members believe that candidates should be required to develop knowledge, skills, and dispositions that meet the needs of culturally diverse students. The unit achieves this through the development of appropriate curricula, culturally relevant instructional strategies, and teaching materials. By far, the diversity issues in education and all of its ramifications remain among the great challenges facing candidates today.
Current assessment items:

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<tr>
<th>INITIAL</th>
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<th>Dispositions</th>
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<tr>
<td>Skills</td>
<td>Knowledge</td>
<td></td>
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<td>- Demonstrate the ability to accommodate diversities in designing instruction, creating learning climates, managing instruction and behavior, and assessing learning results in various curricular areas (CF2, CF5).</td>
<td>- Develop an awareness of the diverse and exceptional populations in schools (CF2).</td>
<td>- Demonstrate the ability to modify instruction, environment, management, and assessment strategies for atypical learners with or without disabilities (CF2, CF5).</td>
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<td>- Demonstrate the ability to read school reports to determine the strengths and weaknesses of individuals and identified populations (CF2, CF5).</td>
<td>- Demonstrate the ability to identify the role of exceptionality and diversity in development and learning (CF2, CF4).</td>
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<th>ADVANCED</th>
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<th>Dispositions</th>
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<tr>
<td>Skills</td>
<td>Knowledge</td>
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<tr>
<td>Committed to ensuring that candidates know and demonstrate the dispositions and skills that are critical to success as education professionals (CF 5).</td>
<td>Demonstrate knowledge of materials and technology that are appropriate for each student individually and for the class in general (CF4).</td>
<td>Recognize the impact that culture, societal events, and issues have on teachers, students, the English language arts curriculum, and education in general and demonstrate a respect for diversity (CF2, CF5).</td>
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4a.2. What required coursework and experiences enable teacher candidates and candidates for other school professional roles to develop:

Candidates are required to complete a common set of core courses including EDF 103 - Introduction to Education; EDF 203 – Schooling and Society; EDF 319 – Human Development and Learning; EDF 413 – Assessment in Education; and SED 401 – Exceptional Learners in Inclusive Classrooms. Generally, candidates gain an awareness of the importance of diversity
and of maintaining high standards for all students in the lower level common core courses. The upper level core courses provide candidates with the dispositions, knowledge and skills necessary to adapt instruction and services for each student based on their individual need.

Similarly, the complexity of the field experiences incorporated into each class build as the candidates’ progress through the common core courses. In EDF 103, candidates spend five clock hours simply observing teachers and students and then write a reflection on those observations using the Kentucky Teacher Standards as their guide. As the candidates move into EDF 203, the amount of field work triples to 15 hours and candidates begin working directly with a small group of students. As candidates continue through upper level courses in the common core and into methods classes, they have multiple opportunities to practice the skills and dispositions acquired in each class and increase their ability to demonstrate their cultural competence during student teaching.

Candidates in EDF 103 are introduced to the issues of diversity that effective teachers must face. However, the candidates are only expected to become aware of these issues as they begin to shift their perspective and examine schooling from the point of view of the teacher. In EDF 203, candidates are expected to demonstrate the attainment of higher-level knowledge and skills on a much broader set of content while examining their own disposition toward students and teaching. In addition, candidates learn that closing achievement gaps while maintaining high standards depends on individualized diagnosis and prescription of appropriate educational services. EDF 319 requires candidates to demonstrate an understanding of student development and diversity across several areas of development including physical, cognitive, linguistic, personal, social and moral. EDF 413 provides candidates with the knowledge, skills and attitudes necessary to use data for assessing the progress of individuals and groups of students. SED 401 requires specialized instruction for gifted and exceptional students alike including the selection and adaptation of appropriate materials, the use of bias-free assessments, behavioral management techniques and the laws governing the provision of specialized school services. The “Matrix of Curriculum Components that Address Diversity Issues” describes the alignment of the candidates’ diversity-related learning objectives in the common core with the diversity component in the Program Review document.

4a.3. What key assessments provide evidence about candidates' proficiencies related to diversity? How are candidates performing on these assessments?

Program Key Assessment 2C addresses the following professional and pedagogical knowledge and skills for teacher candidates:

- Foundations of education,
- Ways children and adolescents develop and the relationship to learning,
- Professional ethics, laws, and policies,
- Use of research in teaching,
- Roles and responsibilities of the professional communities,
- Diversity of student populations, families and communities, and
- Consideration of school, family and community contexts and the prior experiences of students
Results of these Key Assessments are represented in the following exhibits.

4a.4. **Standard 4 Exhibits – Curriculum Components That Address Diversity Issues**

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<tr>
<th>EXHIBIT</th>
<th>Matrix of curriculum components that address diversity issues</th>
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<tr>
<td>EXHIBIT</td>
<td>Key Assessments</td>
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<tr>
<td>EXHIBIT</td>
<td>Key Assessment Summary Reports and Scoring Guides</td>
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4b. **Experiences Working with Diverse Faculty**

4b.1. **What opportunities do candidates have to interact with higher education and/or school-based faculty from diverse groups?**

The unit provides opportunities for candidates to have exposure to diverse faculty from different cultural, gender, racial, and regional backgrounds. At the initial level, candidates enrolled in EDF 103 and 203 have opportunities to interact with diverse faculty. Advance candidates, enrolled in EDF 855 Foundation of Multicultural Education, EAD 846 Leadership–School and Community Relations, COU 804 Counseling Diverse Populations, COU 803 Principals and Practices of Mental Health Counseling, COU 880 Counseling Practicum, EPY 816 Test and Measurements, and EPY 839 Human Development and Learning, are taught by African American female and male faculty members. In addition to collaborative class projects, candidates have opportunities to work with diverse faculty in community service activities. Class key assessment assignments at the initial level include candidate reflections and observations that are recorded and stored in Taskstream.

In addition to candidates having opportunities to interact with diverse faculty members in classroom settings, the following institutional units provide programming that expand COE candidates’ experiences working with diverse faculty: The African and African-American Studies Program; the American Sign Language and Interpreter Training Program; The Women and Gender Studies Program; The Eastern Kentucky University Chautauqua Lecture Series; and The Center for Appalachian Studies. Candidates participate in these programs that offer educational activities that promote the value of diversity. Candidates must independently select and attend a minimum of four approved diverse/multicultural events prior to admission to Student Teaching. This is documented in Task Stream and monitored at Gate 3 and reinforced with advising. EDF 203 faculty will direct candidates to record these experiences within the Initial Entries area of the Presentation Portfolio.

4b.2. **What knowledge and experiences do faculty have related to preparing candidates to work with students from diverse groups?**

Many unit faculty members were former classroom teachers in grades P-12 and post secondary education prior to their employment at Eastern Kentucky University. They have attended conferences and training seminars that focus on diversity issues. Faculty members publish articles and books with a focus on diversity and are often presenters at national and international conferences on diversity. In addition to their research interest in diversity related fields, faculty members have participated as presenters at a two-day annual diversity conference co-sponsored
by the unit. The diversity conference averages 200 participants and brings local and national cultural competency and diversity experts to campus to share their knowledge and expertise. Unit faculty and candidates are encouraged to attend the conference.

In 2010 at the COE Diversity Conference, three African American faculty members conducted three different sessions on cultural competency. Candidates received a cultural competency certificate for their participation in these sessions. This training provided participants with knowledge of diverse group characteristics and multicultural issues in education.

The unit sponsors the annual Dean’s Lecture Series of symposia focusing on transition issues for students with disabilities and those who are at risk. These are open to initial and advanced candidates as well as faculty and staff. The unit’s faculty have years of demonstrated expertise in teaching diversity courses, conducting diversity related research and conducting workshops and seminars working with diverse student populations and youth at risk.

**4b.3. How diverse are the faculty members who work with education candidates?**

Standard 4 Table 8 on faculty demographics shows the diverse makeup of the COE faculty.

| EXHIBIT | IR Table 8 Faculty Demographics |

**4b.4. What efforts does the unit make to recruit and retain a diverse faculty?**

Increasing the diversity of professional education faculty has been an ongoing effort for the unit. The Dean of the unit has supported faculty to travel to specific conferences to recruit diverse faculty. One such conference is the Bi-Annual Keeping Our Faculties of Color Symposium held at the University of Minnesota. The symposium brings together scholars committed to the understanding and the promotion of diverse faculty advancement in higher education. This conference has produced for the unit one faculty of color, who interviewed for a tenure-track position in the Department of Educational Leadership and Policy Studies; and other faculty members from the conference have inquired about openings.

The unit sponsors an annual Doctoral Symposium and Dissertation workshop that brings together diverse doctoral candidates and faculty from across the United States for a two day training session. The symposium serves a secondary purpose as a recruitment vehicle attaining potential diverse faculty also. The symposium has attracted a number of applicants and one African American female faculty member was hired in a tenure track position.

The unit works with the University Diversity Office, which supports the unit efforts to facilitate faculty recruitment. This relationship plays a significant role in assisting with searches and advertising positions in publications that target diverse audiences. This strategy has increased the number of diverse faculty applications and interviewees for available positions within the unit. The unit has partnered with the University Diversity Office to secure Incentive Funds for African American faculty. The Faculty Incentive Fund provides three years of funding for new African American faculty hires. The first year, the fund provides $15,000.00 to be divided between the faculty member and the host academic department. In the second year, the faculty member and
department receive $5,000.00 each; and the third year, the faculty member and department receive $2,500.00 each. These funds provide travel money to attend conferences, research funding for equipment, graduate student assistance, membership dues to national educational associations and other special needs of the faculty member. The department on the other hand is required to use their portion of the funds to advance diversity activities, purchase diversity resources, publications, and to sponsor faculty to attend diversity seminars and workshops. This resource has allowed the unit to secure a number of books and educational materials for diversity training.

In addition to formal efforts to recruit diverse faculty members, faculty members are encouraged to network with colleagues across the United States. This informal network has generated a number of job inquiries from diverse faculty across the country.

4b.5. **Standard 4 Exhibits Related to Experiences Working With Diverse Faculty**

| EXHIBIT | Unit policies, practices, and/or procedures that facilitate experiences with faculty from diverse groups |
| EXHIBIT | IR Table 8: Faculty Demographics |
| EXHIBIT | Policies and practices for recruiting and retaining a diverse faculty |

4c. **Experiences Working with Diverse Candidates**

4c.1. **What opportunities do candidates (including candidates at off-campus sites and/or in distance learning or alternate route programs) have to interact with candidates from diverse groups?**

Candidates interact with diverse candidates in classroom settings and on educational projects and assignments that are made by faculty. At the initial level, candidates have the opportunity to interact with diverse candidates in clubs and organizations, such as the college student affiliate of the Kentucky Education Association and National Education Association. This organization participates in community outreach projects, state and national conferences; and the Future Teacher Corps program which enables undergraduate Education majors to work with peers, high school & middle school students, and the College of Education candidates to recruit, retain and reconnect with Education students. These student clubs have many students from diverse populations involved in their activities.

The unit partners with the Residential Services Office in the Living and Learning Residential Community at McGregor Hall where 90 aspiring and current education candidates reside and participate with the unit on educational projects and programs. These aspiring and current candidates interact with other education candidates in the Living and Learning Residential Community and in classes on campus. Candidates living in McGregor Hall attend and present at the unit faculty meetings.

In 2008, The College of Education officially joined a unique national initiative, “The Call Me Mister” Program that is a teacher leadership program designed to attract more African American males into the field of teaching. The College’s investment in the “Call Me Mister” program is of
great benefit to both our mainstream and our diverse candidates by providing opportunities for peers to study and work on projects together. As the number of the “Call Me Mister” teacher educators continue to grow within the unit, there are twelve “Misters” enrolled currently in the program. The unit has a goal to recruit ten African American males each academic year in order to grow the program to critical mass.

4c.2. How diverse are the candidates in initial teacher preparation and advanced preparation programs?

Standard 4 Table 9 provides demographic data indicating the diversity of the initial and advanced candidates from the 2006 to the 2009.

| EXHIBIT | IR Table 9: Candidate Demographics |

4c.3. What efforts does the unit make to recruit and retain candidates from diverse groups?

The unit’s efforts to recruit and retain candidates from diverse groups are considerable. There is a full time professional position dedicated to the recruitment and the retention of diverse candidates.

The recruitment of new candidates is coordinated by the University Office of Admissions in collaboration with the Recruitment and Retention Specialist of Teacher Education Services. Each semester new student orientations are held for parents and potential candidates. This on campus event allows potential candidates and their parents an opportunity to visit with unit faculty, other candidates and staff.

The recruitment and retention specialist coordinates campus visitation programs, tracks prospective candidates, attends a variety of campus wide recruitment activities, and serves on committees regarding recruitment activities. In an effort to increase the number of candidates from underrepresented and diverse populations in all unit programs, the recruitment and retention specialist is responsible for recruiting and retaining diverse candidates. This office promotes communication with prospective candidates to identify additional markets and strategies for recruiting candidates. Marketing efforts involve email, publications, web material, and campus-wide advertising. These marketing strategies target prospective candidates and their families, academic advisors, teachers, and counselors throughout Kentucky.

General admission policies are clearly stated in University catalogs that are provided to prospective candidates. These policies are further articulated during campus visits. Through an early identification process, middle and high school grade students participate in a Summer Enrichment Future Teacher Camp. The purpose of the camp is to motivate and excite student interest in teaching as a profession. The following are examples of unit sponsored activities:

- Participation in the Future Educators Association. In 2009, schools from 22 surrounding counties were invited to campus to participate in special education days,
• The COE sponsored 25 students from Jefferson County to join the activities of the Minority Teacher Recruitment program,

• The Future Educators Association has been an important aspect of COE recruitment efforts over the years. COE has hosted a variety of on campus activities including Future Teacher Days which involves inviting students to visit the campus and the COE. These students come from schools within the 22 county service regions of the University.

• COE hosted the Jefferson County Minority Teacher Recruitment day students. 25 ethnic minority students attended a day filled with educational activities while meeting student candidates and COE faculty.

• Diversity recruitment involves over 45 recruitment activities each year throughout the state. These activities and school visitation events are designed to encourage and motivate high ability students to consider applying to the College of Education,

• The COE sponsors students of color candidates to attend the annual Kentucky Association of Blacks in Higher Education conference. This conference provides students an opportunity to meet faculty and other students from across the state. Professional development training opportunities are provided to the students, and valuable contacts for future employment prospects are made on site, and

• Future Educators Association Summer Camp is held on the campus of EKU and is co-sponsored by the Council on Post Secondary Education and the COE. High School students interact with COE faculty and students candidates in a week-long series of planned activities and educational classes.

4c.4. Standard 4 Exhibits Related to Experiences Working With Diverse Candidates

| EXHIBIT | Policies and practices for recruiting and retaining a diverse faculty |
| EXHIBIT | Unit policies, practices, and/or procedures that facilitate experiences with candidates from diverse groups |
| EXHIBIT | IR Table 9 - Candidate Demographics |
| EXHIBIT | Policies and practices for recruiting and retaining diverse candidates |

4d. Experiences Working with Diverse Students in P-12 Schools

4d.1. How does the unit ensure that candidates develop and practice knowledge, skills, and professional dispositions related to diversity during their field experiences and clinical practice?

INITIAL

Candidates are required to complete 150 hours of field experiences. These field experiences are embedded in required courses throughout the program. Course instructors provide guidelines for completing field experiences.
Candidates are required to record each field experience on a Field Experience Diversity Survey Form located in TaskStream. This survey includes a place for candidates to record their interactions with students from diverse ethnic/racial, linguistic, gender and socioeconomic groups. Also, candidates indicate on the form whether or not the experience was diverse, including the demographic makeup of the students at the site. At the end of the survey form is space for the candidate to record their reflections and comments regarding their experience. To authenticate the field experience, cooperating teachers must sign an attendance log that the candidate then uploads prior to submitting the field experience form to their professor for evaluation.

To ensure that candidates receive adequate training in working with diverse students, the unit instituted a policy requiring candidates, prior to student teaching, to complete a minimum of 20 hours of field experiences with diverse student populations in school or community settings. The unit uses TaskStream to collect, monitor, and assess each candidate’s field experiences (performance, dispositions) as well as evaluating the unit’s offering of field experience (quality, diversity). The Office of Teacher Education Services tracks candidates’ field experiences to determine if they are meeting the twenty-hour requirement prior to student teaching and informs candidates regarding available opportunities for completing this requirement. Candidates who need support finding field experience sites, complete the Field Experience Placement form in TaskStream. This field experience placement request is electronically sent to the Office of Teacher Education Services field experiences mailbox.

**ADVANCED**

The field experiences are incorporated in specific course requirements. Advance candidates work closely with faculty and school-based supervisors to assure that the candidates have sufficient knowledge and exposure to diverse educational settings. The candidate works with faculty to meet the expectation of diversity related dispositions and interactions with diverse students.

4d.2. How diverse are the P-12 students in the settings in which candidates participate in field experiences and clinical practice?

**Standard 4** Table 10 shows the field placement sites where candidates are assigned to fulfill their practice teaching responsibility.

| EXHIBIT | IR Table 10: Demographic on Sites for Clinical Practice in Initial and Advanced Programs |

4d.3. How does the unit ensure that candidates use feedback from peers and supervisors to reflect on their skills in working with students from diverse groups?

To ensure that initial candidates use feedback from peers and supervisors to reflect on their skills in working with diverse students, candidates are observed during methods field experiences and evaluations are produced by the cooperating teacher and classroom faculty. During Specific
coursework, peer and/or instructor feedback is given on the course assignments. Candidates
practice receiving and giving feedback in collaborative learning groups, and small student work
groups. Peer evaluation is given to candidates on class presentations and projects. Feedback is
provided both through formal written feedback and informal observation, and coaching.

Advanced candidates work with faculty and school-base supervisors to receive relevant feedback
on their involvement working in diverse educational settings. They are responsible for having a
professional growth plan which outlines their plan for professional development that includes
diversity related experiences.

4d.4. Standard 4 Exhibits Related to Experiences Working With Diverse Students in P-12
Schools

| EXHIBIT | Unit policies, practices, and/or procedures that facilitate experiences with students from
diverse groups |
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<tr>
<td>EXHIBIT</td>
<td>IR Table 10 - Demographic on Sites for Clinical Practice in Initial and Advanced Programs</td>
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Optional

1. What does your unit do particularly well related to Standard 4?

The unit supports the largest Living and Learning Residential Community on campus located at
McGregor Hall where 90 aspiring and current education candidates reside and participate with
the unit on educational projects and programs. The Living and Learning Residential Community
is an unparalleled educational resource for these aspiring and current candidates. They are in
contact with the unit’s Teacher Education Services Office that provides support and assistance to
them. The unit’s faculty members serve as mentors and offers support and assistance to
maximize their educational opportunities. Through service projects, aspiring and current
candidates living in this community benefit from the opportunity to learn about other cultures
and lifestyles. The unit promotes academic success and encourages residents to increase their
awareness of social issues pertaining to education.

The unit is one of only a few Colleges in the United States that is licensed to sponsor The Call
Me Mister Program, a national initiative that was started at Clemson University in 2000. The
mission of the program is to increase the pool of available teachers from a broader more diverse
background particularly among under-served, socio-economically disadvantaged and
educationally at-risk communities. The Call Me Mister Program is a teacher leadership program
designed to attract African American males into the field of teaching. However, the program has
expanded its original mission to include males from other underrepresented populations. The
Call Me Mister Program recruits high ability students into a cohort and assigns
them a mentor. “Misters,” as they are called, work together in study groups, attend weekly tutoring sessions,
attend bi-weekly teacher leadership seminars, and participate in community service projects. The
unit has assigned an African American male faculty member and an African American female
professional staff member to coordinate the program. In addition, the Teacher Education Office
provides support and academic advising to the participants in the program. The unit’s goal is to
consistently recruit ten participants each academic year into the program.
2. What research related to Standard 4 is being conducted by the unit or its faculty?

Teacher Education Services, through its Office of Student Teaching and Professional Field Experiences, has been gathering data for research on the teacher education candidates. The focus of the study will be to evaluate to what extent the candidates have increased their knowledge and awareness about diversity. Prior to the beginning of student teaching, candidates are given a pre-diversity awareness survey and at the end of student teaching they are given a post–diversity awareness survey. The results are analyzed and a determination is made as to the extent to which the student candidate has increased in diversity awareness. The information learned will be used to make modifications and or changes in the diversity training and orientation efforts in the teacher education program.

Research is being conducted on doctoral candidates of color in the Educational Leadership and Policy Studies program also. A select group of the advanced candidates has been interviewed to determine their perceptions about doctoral studies and faculty interaction. In both of these studies, a mixed methods design approach will be used to determine its relevant value to the candidates of color doctoral experience.

Several faculty and some of the doctoral candidates of color are conducting research in schools around the 22 Kentucky counties of EKU’s service region. The focus of the studies is in the area of school culture and equity. Candidates are investigating ways to improve school and classroom equity and the appreciation for diversity.

The Teacher Education Services program in conjunction with its field service office regularly conducts a pre and post diversity perception surveys each fall and spring semester to determine if candidates are gaining increased diversity awareness from the course and professional development activities that are sponsored throughout the year.
SUMMARY – STANDARD 4

Design, Implementation, and Evaluation of Curriculum and Experience

The unit has assured that curriculum, field experiences, and clinical practice promote candidates’ development of knowledge, skills, and professional dispositions related to diversity. These identified elements can be found in the unit’s conceptual framework. Through its aggressive efforts, the unit has successfully provided candidates with the knowledge necessary to enable them to explore and utilize relevant information about diversity, evaluate that information, and develop their abilities to expand their ideas and clearly articulate a commitment to diversity in their professional practices.

Through a process of recording candidates’ diverse field experiences and observing teachers and students in the field, the candidates write reflection pieces on their observations using the Kentucky Teacher Standards as their guide. Candidates gain an awareness of the importance of diversity and of maintaining high standards for all students in the lower level and higher level common core courses. As candidates continue through upper level courses in the common core and into methods classes, they have multiple opportunities to practice the skills and dispositions acquired in each class and to increase their ability to demonstrate their cultural competence during student teaching.

Candidates learn to contextualize teaching and draw on representations from students’ experiences and cultures. Candidates are made aware of different learning styles that afford them the ability to understand the importance of closing achievement gaps among all students. Coursework requires candidates to demonstrate an understanding of student development and diversity across several areas of development including physical, cognitive, linguistic, personal, social and moral.

Assessment data are successfully reviewed regularly to determine candidates’ abilities to work with all students. Candidate assessments are provided through formal written feedback, informal observation, and coaching. Candidates are responsible for having a professional growth plan that outlines their plan for professional development and includes diversity related experiences.

Experiences Working with Diverse Faculty

The unit successfully provides opportunities for candidates to interact with diverse faculty from different cultural, gender, racial, and regional backgrounds. Candidates have opportunities to interact with diverse faculty in classroom settings and the unit provides programming opportunities that expand candidates’ experiences working with diverse faculty in higher educational settings. Advance and initial candidates work closely with faculty and school-based supervisors to assure that candidates have sufficient knowledge and exposure to diverse educational settings.

Experience Working with Diverse Candidates
Candidates interact with diverse candidates in classroom settings and on educational projects and assignments that are made by faculty at the initial and advance levels. At the initial level, candidates have the opportunity to interact with diverse candidates in clubs and organizations, such as the Kentucky Education Association, The Call Me Mister Program and the National Education Association for education candidates. The unit co-sponsors with the Residential Services Office an Education Living and Learning Residential Community at McGregor Hall. There are 90 aspiring and current education candidates residing and participating in educational related activities and service learning projects with unit candidates and diverse faculty. The unit has a strong commitment to recruiting a diverse pool of candidates. There is a full time professional position dedicated to the recruitment and the retention of diverse candidates. Annual recruitment visits to state-wide schools, college fairs, and a summer enrichment program are supported by the unit.

**Experience Working with Diverse Students in P-12 Schools**

Candidates are required to complete 150 hours of field experiences. To insure that candidates receive adequate training in working with diverse students, the unit instituted a policy requiring candidates to complete a minimum of 20 hours of field experiences with diverse student populations in school or community settings prior to student teaching. In preparation for field experience, all initial candidates are required to attend day long orientation and training sessions that provide candidates with a host of topics that focus on critical areas of diversity awareness diversity related dispositions, and cultural competence strategies, and dispositions related to diversity.

Candidates are placed with qualified cooperating teachers from school districts and a commitment is made to ensuring that candidates have knowledge and can demonstrate the dispositions and skills critical to successful student learning. Candidates rely on feedback from peers, cooperating teacher and higher education faculty to improve their ability to help all students learn.
STANDARD 5: FACULTY QUALIFICATION, PERFORMANCE AND DEVELOPMENT

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

5a. Qualified Faculty

5a.1. What are the qualifications of the full- and part-time professional education faculty.

The faculty members in the College of Education at Eastern Kentucky University are well qualified as evidenced by the summary found in Table 11, Faculty Qualifications Summary. When faculty members are hired they must meet the qualifications outlined in the Eastern Kentucky University Policy and Regulation Library, in this case 4.6.1P. For example, faculty who teach undergraduate courses must hold a doctoral or master’s degree in the teaching discipline or have a minimum of 18 credit hours in the teaching discipline. Further, faculty who teach graduate courses must hold a doctoral degree in the discipline or a related discipline. Part-time faculty must meet the above qualifications; however, there are exceptional circumstances under which the university may employ an individual who does not meet the minimum qualifications. As an example, an instructor may be hired for undergraduate courses who does not meet minimum qualifications but who has other documented competencies. Part-time instructors for graduate courses who do not meet minimum qualifications must be able to demonstrate regional or national recognition, refereed publications, or leadership activities. In either case, the College Dean, the Graduate Dean (in the case of teaching graduate courses), and the Provost must approve the justifications prior to the faculty member teaching relevant courses.

5a.2. What expertise qualifies professional education faculty members who do not hold terminal degrees for their assignments?

Effective January 26, 2009, EKU adopted a policy (4.6.1P) regarding faculty members who do not hold the terminal degree for teaching assignments. This policy identifies the expertise needed for faculty who do not hold terminal degrees. For undergraduate courses, faculty must hold a doctorate or master’s degree in the teaching discipline or hold a master’s degree with a concentration of 18 hours in the teaching discipline. Faculty teaching clinical, practicum, studio, or internship courses must hold at least a master’s degree in the teaching discipline and must have certification/licensure or demonstrated clinical/practice leadership in a specialization relevant to the course content. It is possible for a department to justify faculty teaching developmental or undergraduate courses who do not meet minimum qualifications but who may have other documented competencies. The College of Education Dean and Provost must approve any justifications prior to the beginning of the teaching assignment.

For graduate courses, faculty must hold a doctoral degree in the teaching or related discipline, while faculty teaching graduate or post-graduate clinical, practicum, studio or internship courses must hold at least a master’s degree in the teaching discipline and must have
5a.3. How many of the school-based faculty members are licensed in the areas they teach or are supervising? How does the unit ensure that school-based faculty members are adequately licensed?

All school-based faculty members are licensed in the areas in which they teach and supervise pre-service candidates (see Table 11). An important part of the hiring process is the care that departments take to ensure that potential candidates meet or exceed the criteria. It is the department chair’s responsibility to provide the college dean with all relevant materials regarding qualifications. Upon evaluating the materials, the college dean will forward the materials and an approval recommendation to the Provost and Vice President for Academic Affairs, who evaluates the materials and provides a written response to the dean and chair. It is the responsibility of the Provost to ensure ongoing compliance with the criteria. When a faculty member is found to be out of compliance, the Provost notifies the dean. Department chairs, when notified, may submit documentation of evidence that the faculty member meets the criteria. The Provost reviews the documentation and makes a determination. The dean and chair are notified in writing of any decisions.

A file of each faculty member must be maintained by the dean’s office. These files should include up-to-date information such as curriculum vitae and justifications in nonstandard situations.

The following narrative describes how departments conduct the faculty search process. The College of Education requires that search committees from departments utilize the following steps to hire faculty. These steps are:

1. Determine the duties and qualifications of the position,
2. Advertise the position,
3. When the candidate pool is established, conduct phone interviews,
4. Conduct reference checks,
5. Conduct on-campus interviews, and
6. Make a recommendation for the successful candidate to be hired.

In Step 1, the search committee should clearly indicate the license needed to teach in a content area. Further, the advertisement should inform interested applicants what license(s) are needed. Before being hired, the successful applicant should provide a transcript of all of college/university degrees or course work.
5a.4. What contemporary professional experiences do higher education clinical faculty members have in school settings?

Faculty members engage in professional experiences in school settings. For example, faculty members participated in trainings on the Common Core Standards that they will share with colleagues, with students, and with practitioners (through professional development). Other faculty members received training on formative and summative assessment through the Stiggins workshops. These trainings will also be shared with teachers, students, and peers. Still other faculty have participated in the development of the state-wide principal evaluation system. The professional experiences in which faculty members in EKU’s College of Education are engaged can be found in Table 11: Faculty Qualification Summary Report. Table 11 includes a column entitled Teaching or Other Professional Experience in P-12 Schools that will list specific experiences faculty have in public schools. Yet other examples of professional experiences include specific experiences such as the teaching location, grade levels taught, counseling, or leadership.

5a.5. Standard 5 - Exhibits Related to Faculty Qualifications

| EXHIBIT | IR Table 11: Faculty Qualifications Summary |
| EXHIBIT | Assignments                                |
| EXHIBIT | Licensure of Cooperating Teachers and University Supervisors |

5b. Modeling Best Professional Practices in Teaching

5b.1. How does instruction by professional education faculty reflect the conceptual framework as well as current research and developments in the fields?

The conceptual framework for the College of Education at EKU contains five major themes identified below and instruction by professional faculty reflects these themes.

Knowledge. The COE faculty members support this theme through their subject area specializations and modeling best practices. Teacher candidates develop specific knowledge in a content area, foundational knowledge, organizational behavioral relationships, and technological expertise.

Pedagogical Skills. Faculty facilitate experiences through in-class, virtual and field-based activities in every program. Program experiences for both pre-service and in-service educators address best practices in content-independent and content-specific pedagogical methods.

Dispositions. Dispositions include the professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as candidates interact with students, families, colleagues, and communities. The professional education faculty is committed to ensuring that candidates know and demonstrate dispositions that are critical to success as education
professionals. Dispositions are assessed at three points in the programs (entry, mid-program, and exit).

*Technology.* A major goal of the professional education faculty is to prepare candidates to effectively use technology that will help all students learn. Faculty members integrate technology within the methods courses and extend technology use into the field experiences.

*Diversity.* The professional education faculty members are committed to preparing candidates to support learning for all students from diverse populations, cultures, and environments regardless of race, gender, ethnicity, socio-economic status, physical or learning disabilities or national origin.

The professional education faculty members remain current in their fields by attending conferences, presenting at conferences, and the college’s professional learning communities.

5b.2. *How do unit faculty members encourage the development of reflection, critical thinking, problem solving, and professional dispositions?*

The professional faculty members develop reflection in their classes and through the e-portfolio. All candidates are asked to reflect on their entries in a portfolio. These entries are based on the Kentucky Teacher Standards; thus, students reflect on planning, instruction, curriculum, and assessment. Some programs have candidates complete an action research project which requires interpretation and reflection.

Professional faculty in the College of Education will also participate in EKU’s Quality Enhancement Plan (QEP). The theme adopted by EKU is to “develop informed, critical and creative thinkers who communicate effectively.” The focus of EKU’s QEP is to explore information, evaluate ideas, expand candidates’ ideas, and clearly express one’s ideas.

5b.3. *What types of instructional strategies and assessments do unit faculty members model?*

Faculty members in the College of Education use a variety of research-based instructional strategies. These strategies include cooperative learning, literature or book circles, demonstrations, lecture and discussion, individual and small group practice with specific instruction and assessment tools (e.g., content reading strategies, reading diagnostic tools), project-based learning, individual and small group presentations, individual reviews of literature, instructional planning, applications of teaching strategies, case studies, growth plans, and portfolios with reflections. The portfolios include artifacts required by courses throughout the program.

In some graduate programs, students analyze case studies as a means of developing expertise in problem solving. A rubric for the case study enables instructors to assess the problem solving ability of the candidates. Other strategies include having students develop growth plans to guide their learning throughout programs. Still other strategies include projects that use school or district data to analyze, interpret, and make recommendations to the school or district. Yet
another strategy is the use of a growth plan to assist students with a guide for their learning throughout programs.

As with the initial programs, portfolios with reflections are part of the teaching strategies and assessment system.

Other assessment strategies used by the College of Education faculty members include tests, short-answer tests, open response tests, papers, instructional plans, and projects.

5b.4. How do unit faculty members incorporate the use of technology into instruction?

Faculty members in the College of Education incorporate technology into their instructional strategies though the use of web-quests, NINGS, blogs, power point presentations, digital storybooks, videos, student response systems, smart boards, online learning, Kentucky Virtual Library, and online databases. Some projects require the use of software, such as SPSS or Microsoft Office Excel to analyze data.

The University has adopted Blackboard as the class management system for all courses. Faculty members have a blackboard course shell for each of their courses. Faculty members have the opportunity for training in the use of different forms of online instruction through the Instructional Development Center and other sources.

5b.5. How do unit faculty members systematically engage in self-assessment of their own teaching?

Faculty members complete an annual evaluation as part of the promotion and tenure process with assessment in teaching, service and scholarship. The non-tenured faculty members (including those going up for tenure) self-assess in the areas of teaching, scholarship, and service, prior to submission of the evaluation portfolio to the evaluation committee. Effective performance in these areas results in continuing contracts, tenure and promotion in rank. In addition, each year faculty members participate in a merit evaluation that assesses the same three areas. The outcome of these two (2) evaluation systems provides faculty members with information on which they can reflect on their instruction. Further, faculty members are required to use one (1) additional form of evaluation such as a peer evaluation, a self-designed candidate survey, or a course review. Thus, faculty members have adequate sources on which to reflect about their instruction and curriculum.


| EXHIBIT | Summary of instructional strategies including use of technology |
| EXHIBIT | Candidate evaluation of faculty teaching – IDEA summary report |
5c. Modeling Best Professional Practices in Scholarship

5c.1. What types of scholarly work are expected of faculty as part of the institution's and unit's mission?

The categories of scholarly work expected of faculty include publications, presentations, grants, or technological achievements. Faculty may publish in national or international refereed journals, regional level journals, or state and local journals. Publications also include books, book chapters, editing a book or an invited book review. Another way faculty may demonstrate scholarship is through juried presentations, which may also be at international/national, regional, or state conferences. These presentations may be in the form of a paper, symposium, keynote speech, or workshop. Still another way faculty may demonstrate scholarship is by securing an external grant or by submitting a grant proposal, which may or may not receiving funding. Finally, faculty may illustrate scholarship with technology to create a web site, develop a multimedia project or an on-line course.

5c.2. In what types of scholarship activities are faculty members engaged? How is their scholarship related to teaching and learning? What percentage of the unit's faculty is engaged in scholarship?

A part of the evaluation criteria for promotion and tenure includes scholarship and requires faculty members to report their scholarly efforts. There is also a merit review process that requires that faculty members report their scholarly productivity. Thus, all faculty members are engaged in a form of scholarship depending on the field of specialization (see Table 11). Specifically, scholarship activities in which faculty members are engaged relate to teaching, learning, and assessment. The scholarly information in Table 11 includes publications in scholarly journals, presentations at state and national conferences, and participation in regional and state conferences. Scholarship may also reflect the discipline in which the faculty member is located. For example, recitals or art exhibits may be considered a form of scholarship for faculty in those disciplines.

5c.3. Standard 5 - Exhibits Related to Modeling Best Professional Practices in Scholarship

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<thead>
<tr>
<th>EXHIBIT</th>
<th>Scholarship activity as shown in IR Table 11</th>
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</thead>
<tbody>
<tr>
<td>EXHIBIT</td>
<td>Video (Dr. Melinda Wilder)</td>
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</tbody>
</table>

5d. Modeling Best Professional Practices in Service

5d.1. What types of service are expected of faculty as part of the institution's and the unit's mission?

The Procedures and Policy for Promotion and Tenure handbook provides examples of the types of service that are expected from faculty to meet the institution’s or unit’s mission. In general, faculty may provide service to the university, college or department, or profession.
Service to the University. Faculty members provide service to the university by participating on department, college, or university committees. Those faculty members who chair a committee are considered to provide outstanding service to the university.

Other service areas for the university include mentoring new faculty, sponsoring student groups, providing professional development, and supervising interns.

Service to the profession. Faculty members provide service to the profession by consulting with schools, serving on professional organization committees, presenting workshops, reviewing proposals for conferences, and attending state and national conferences.

Service to the community. Service to the community can be achieved by involvement in community service activities or being in a leadership role on a community service project or organization.

5d.2. In what types of service activities are faculty members engaged? What percentage of the faculty is actively involved in these various types of service activities?

Service is a part of the evaluation process for faculty to obtain promotion and tenure. In addition it is a requirement for the merit evaluation process. Thus, all faculty members are involved in service activities. The types of service activities in which faculty members are engaged can be found in Table 11 in the column entitled Scholarship, Leadership in Professional Associations, and Service. Faculty members are involved in a variety of activities including writing grants, serving on editorial boards, serving in leadership positions in professional organizations, serving as faculty advisor to student organizations, acting as consultants to local schools/districts, providing professional development sessions, serving on local or state school boards, and participating on department, unit, university, and community committees.

5d.3. Standard 5 - Exhibits for Modeling Best Professional Practices in Service

| EXHIBIT | Service activity as shown in IR Table 11 |

5e. Unit Evaluation of Professional Education Faculty Performance

5e.1. How are faculty evaluated? How regular, systematic, and comprehensive are the unit evaluations of adjunct/part-time, tenured, and non-tenured faculty, as well as graduate teaching assistants?

Department Level Procedures:

Each year, the departments elect a three-member evaluation committee by September 10. All faculty members are eligible to serve on the committee except the Department Chair (may be a non-voting member) and faculty members being evaluated. The committee reviews faculty members’ self-evaluations and makes a recommendation that is sent to the Chair, who agrees or disagrees with the recommendation. If the Chair disagrees with the recommendation, s/he must
provide a rationale. At the department and college level, policies and procedures exist to enable faculty members to disagree. The Department Chair and committee chair review reason(s) for the disagreement with the faculty member. If a faculty member disagrees with the decision, a reconsideration of the decision may be requested within five (5) days by submitting written notification to the committee chair and Department Chair with a copy to the Dean. The committee and/or Department Chair shall reconsider the request, meet with the faculty member, and record the confirmed or revised recommendation. The Department Chair must report the recommendation to the Dean by December 1st. If the faculty member is still unsatisfied, s/he may appeal to the Dean within five days of the reconsideration meeting. The Dean submits the appealed recommendation with the appeal statement to the College committee on Promotion and Tenure.

**College Level Procedures:**

When the Dean receives the recommendations from the department Chairs, s/he submits the recommendations to the College Promotion and Tenure Committee. “The Dean will submit recommendations disapproved by the department committee and the department Chair to the College Committee only at the request of the faculty member under consideration” (see College of Education Procedures and Policies for Promotion and Tenure).

The College Committee votes on the recommendations and the results are submitted to the Dean. The Dean may not agree with the College Committee’s recommendation. The Dean forwards recommendations to the Vice-President by January 20. If a faculty member is unsatisfied with the recommendation from the college committee or Dean, reconsideration of the decision may be requested within five days from the notification date. The Committee reconsiders the request, decides by secret ballot and majority vote. The College Committee Chair records the confirmed or revised recommendation and submits it to the Dean, Provost, and Vice-President. The college committee chair and an elected representative from the college committee notify the faculty member of the decision. If still not satisfied, the faculty member may appeal the decision within five (5) days to the chair of the University Committee on Promotion and Tenure and provide a copy to the Dean and Provost.

**5e.2. How well do faculty perform on the unit's evaluations?**

EKU uses the IDEA evaluation system. The reports from this system enable a college to compare the percent of class ratings that are at or above EKU’s average class ratings for excellent teaching and excellent course. The following summarizes the results for the 2006-07 through 2008-09 academic years:

<table>
<thead>
<tr>
<th></th>
<th>Excellent Teaching</th>
<th>Excellent Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>68%</td>
<td>68%</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>71%</td>
<td>73%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>72%</td>
<td>72%</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>75%</td>
<td>80%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>73%</td>
<td>74%</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>73%</td>
<td>75%</td>
</tr>
</tbody>
</table>
The above results indicate that the percent of student ratings that are above EKU’s averages for “Excellent Teaching” and “Excellent Course” have risen from Fall 2006 and tended to remain at those higher levels.

Faculty members complete an annual evaluation as part of the promotion and tenure process with assessment in teaching, service and scholarship. Effective performance in these areas results in continuing contracts, tenure and promotion in rank. In addition, each year faculty members participate in a merit evaluation that assesses the same three areas. Using the college merit form, faculty members receive points for teaching, scholarship, and service based upon their productivity. A summary of each faculty member’s points determines the amount of merit pay, if funds are available.

5e.3. How are faculty evaluations used to improve teaching, scholarship, and service?

Faculty members complete an annual evaluation as part of the promotion and tenure process with assessment in teaching, service and scholarship. Effective performance in these areas results in continuing contracts, tenure and promotion in rank. In addition, each year faculty members participate in a merit evaluation that assesses the same three areas. Using the college merit form, faculty members receive points for teaching, scholarship, and service based upon their productivity. A summary of each faculty member’s points determines the amount of merit pay, if funds are available. The results from these two (2) assessments enable faculty members to reflect and self-assess on their productivity. In fact, faculty members self-assess during the annual evaluation prior to submitting their portfolio to the evaluation committee.

5e.4. Standard 5 - Exhibits Related to Unit’s Evaluation of Professional Education Faculty Performance.

| EXHIBIT | Promotion and tenure policies and procedures |
| EXHIBIT | Samples of faculty evaluation forms |
| EXHIBIT | Summary of faculty evaluations |

5f. Unit Facilitation of Professional Development

5f.1. How is professional development related to needs identified in unit evaluations of faculty? How does this occur?

Professional development is provided for all faculty in a number of ways. General PD is offered to all faculty in areas that are shown as needed. For example, the information technology office recently offered numerous workshops on the recently installed new classroom technology and then on the use of audience response systems. The use of technology has been identified as a faculty area for improvement in several evaluations. There are also professional development opportunities offered regularly by our Teaching and Learning Center. These address needs of the faculty across the university. Beyond these types of professional development activities, individual funds are made available to every faculty member to participate in activities they have
personally identified to meet their needs. These experiences are reviewed with their department chair to assure fit and chairs may make other suggestions for PD activities.

5f.2. What professional development activities are offered to faculty related to performance assessment, diversity, technology, emerging practices, and/or the unit’s conceptual framework?

The College of Education and South East/South Central Educational Cooperative provide a host of professional development activities. For example, prior to the beginning of the 2009-10 academic year, COE faculty members attended a presentation on the national common core standards. The unit encourages faculty members to participate in professional development and provides $1,000 per faculty member to attend professional development activities. Faculty may obtain stipends to attend conferences from the Provost’s Office ($600), the department, and the Graduate School. Exhibit 10 lists the professional activities that were available to College of Education faculty.

5f.3. How often does faculty participate in professional development activities both on and off campus?

Faculty members are encouraged to participate in professional development activities on and off campus. The exhibits, Professional Development Activities Offered by the unit and Faculty Participation in Professional Development Activities, indicate the professional development activities in which faculty members participate. The College of Education provides funds for scholarships that enable faculty members to participate in regional and national conferences. In addition, the Provost’s Office offers additional financial assistance for faculty members to attend professional development conferences. Finally, the Graduate School has limited funding for graduate faculty to attend conferences. On campus, the College of Education and the Teaching and Learning Center offer monthly workshops on various topics for faculty members across EKU’s campus.

5f.4. Standard 5 - Exhibits Related to the Unit's Facilitation of Professional Development.

| EXHIBIT | Professional development activities offered by the unit |
| EXHIBIT | Faculty participation in professional development activities |
| EXHIBIT | Unit policies related to professional development |

Optional

1. What does your unit do particularly well related to Standard 5?

At Eastern Kentucky University (EKU), education faculty have earned doctorates or exceptional expertise, have contemporary professional experiences in school settings at the levels that they supervise, and the majority are meaningfully engaged in related scholarship. Clinical faculties are licensed in the fields that they supervise and are master teachers.
Evidence based practice is integrated in classes. The COE reflects professional, state, and institutional standards; models formative and summative assessments; and integrates diversity and technology throughout coursework, field experiences, and clinical practices are used to improve practice. We are actively engaged in inquiry that ranges from knowledge generation to exploration and questioning of the field to evaluating the effectiveness of a teaching approach. Faculty members serve on professional learning communities to design and deliver instructional programs.

This comprehensive evaluation system includes regular and comprehensive reviews of the professional education faculty’s teaching, scholarship, and service. Faculty members are continuous learners.

Candidates are taught evidence based practices that counter myths and misperceptions about teaching and learning. Through modeling best practices, candidates develop multiple teaching strategies to help all students learn. P–12 student learning is central to professional work. Faculty are actively engaged as a community of learners and model good teaching, inquire systematically into and reflect upon their practice, and are committed to lifelong professional development. Leadership structures the development, implementation, and evaluation of preparation programs that embrace diversity and that are rigorous, relevant, and grounded in theory, research, and best practice. Faculty members collaborate with members of the university and professional community to improve teaching, learning, and teacher education. The Unit advocates for high quality education for all students, public understanding of educational issues, and excellence and diversity in the education professions.
SUMMARY – STANDARD 5

Qualified Faculty
Unit faculty members have earned doctorates in their professional field or possess exceptional expertise that is needed within specific programs and they are engaged in scholarship. Faculty members are involved in professional experiences in schools in programs which they supervise. School faculty members are licensed in their field of specialization or are recognized for their expertise.

Modeling Best Professional Practices in Teaching
Faculty members within the unit demonstrate an understanding of their respective field. They remain updated on current practices in their profession and at state and national levels. The evaluation system provides information for reflection resulting in improved teaching strategies. Curriculum is aligned to the latest state and national standards throughout the unit.

Modeling Best Professional Practices in Scholarship
Unit faculty members are engaged in scholarly activities at the local, state, national, and international levels consistent with their field of specialization and are linked to the mission of EKU and the conceptual framework and mission of the college. The engagement in scholarship enables unit faculty to remain current in their field of specialization and to enhance their teaching effectiveness.

Modeling Best Professional Practices in Service
Unit faculty members provide service within the university and unit, community, and with school partners that support the mission of EKU and College of Education. These service activities span local, state, and national levels.

Unit Evaluation of Professional Education Faculty Performance
The unit utilizes systematic procedures to conduct evaluations for promotion and tenure as well as for merit evaluation. Results from the evaluation processes drive decision-making on faculty tenure and the development of professional development activities.

Unit Facilitation of Professional Development
The institution values professional development and provides incentives for faculty to participate in activities at the state and national levels. These activities enable faculty members to improve their teaching, to stay current in their field, and to present their scholarly work.
STANDARD 6 UNIT GOVERNANCE AND RESOURCES

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

6a. Unit Leadership and Authority

6a.1. How does the unit manage or coordinate the planning, delivery, and operation of all programs at the institution for the preparation of educators?

Working with the Colleges of Arts and Sciences, Business and Technology, Health Sciences and Justice and Safety, COE faculty and academic committees, the Dean’s Leadership team composed of the Dean, one Associate Dean and one Assistant Dean, oversees and coordinates the planning, delivery, and operation of all programs in the unit for the preparation of professional educators. Each academic department within the COE meets with its faculty to determine program decisions, policies, procedures, and curriculum. All department decisions are related to the conceptual framework for advancing the professional education programs. Faculties from all colleges are involved in proposing curricular revisions related to their program area. If faculty desire to make revisions or proposals, they initiate the required curriculum change forms. Initiatives and revisions then proceed through the established curriculum process. Program proposals are submitted to the department, the College Curriculum Coordinating Committee, the Teacher Education Committee, and the Council on Academic Affairs (CAA) in that order. These bodies provide input, feedback, support for program quality delivery and ultimate approval of all programs. All advanced programs follow the same process. Advanced programs also require the approval of the University Graduate Council.

The unit provides the leadership for effectively coordinating all programs at the institution designed to prepare education professionals to work in P–12 schools and other educational settings. The unit’s recruiting and admission practices are described clearly and consistently in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and description of programs are accurate and current. The unit ensures that candidates have access to student services such as advising and counseling. The unit and other faculty collaborate with P–12 practitioners in program design, delivery, and evaluation of the unit and its programs.

6a.2. What are the unit's recruiting and admissions policies? How does the unit ensure that they are clearly and consistently described in publications and catalogues?

The recruitment of new candidates is coordinated by the Office of Admissions in collaboration with the Recruitment and Retention Specialist of Teacher Education Services. Each semester, campus meetings are scheduled by parents, candidates, and the admissions office through the campus visitation coordinator. The recruitment and retention office coordinates campus visitation programs, tracks prospective candidates through the student information system, attends a variety of campus wide recruitment activities, and serves on committees regarding recruitment activities. The Recruitment and Retention Specialist is also responsible for the efforts in recruiting and retaining students of diverse backgrounds. Additionally, the college has
instituted the Call Me Mister Program to recruit African American males to be teachers. It is the specialist’s and the Call Me Mister Coordinators’ joint responsibility to increase the number of candidates from underrepresented populations in all programs. This office promotes communication with prospective candidates to identify additional markets and strategies for recruiting candidates. Marketing efforts involve e-mail, print pieces, web material, and campus-wide advertising. These marketing strategies target prospective candidates and their families, academic advisors, teachers, and counselors throughout Kentucky and markets out of state. These promotional materials aim to recruit candidates to the field of teaching and to introduce the quality associated with Teacher Education programs offered at Eastern Kentucky University.

Advanced programs in each department do their own recruiting. Each program has its own web page, recruits using printed materials, visits local school districts, and advertises in various publications. Program faculties attend various professional meetings at which they discuss their academic programs.

General admission policies for initial and advanced programs are clearly stated on the web pages and in catalogs that are given to prospective candidates and these policies are further articulated during campus visits, conversations with prospective candidates, and visits to advanced candidates work sites. The recruitment and admission policies for initial and advanced programs are updated and included in the University’s catalog and publications consistent with the annual distribution schedule.

6a.3. How does the unit ensure that its academic calendars, catalogues, publications, grading policies, and advertising are accurate and current?

Catalogue information for both initial and advanced programs is reviewed annually and revisions are made by the different areas of the professional education. These revisions are reviewed by the Registrar’s office to assure any changes suggested have previously been approved through the curricular process. Academic calendars are reviewed annually and proofed for distribution at the start of the fall semester. Policies are reviewed periodically for their continued relevance and accuracy and revised as needed.

6a.4. How does the unit ensure that candidates have access to student services such as advising and counseling?

Students in initial programs are assigned a faculty advisor when they declare their major at EKU. They are required to meet with their faculty advisor at least once a semester to plan for future terms. To enhance advising, each college also has a professional full-time academic advisor who is available to meet the needs of incoming, prospective and current students. Once admitted to the professional teaching program, students must meet with the college tracking specialist for their planned curriculum meeting which outlines their program/course requirements for the remainder of their semesters. This advising process is continued until the candidate for teacher education has completed all graduation requirements. Advanced candidates are also assigned advisors who meet with them to develop their program and periodically check their progress.
6a.5. Which members of the professional community participate in program design, implementation, and evaluation? In what ways do they participate?

The Dean’s leadership team, Departmental chairs, program faculty, and staff contribute to the responsibility for program design, implementation, and evaluation. Through a process of shared governance, these stakeholders share the mission, values and philosophy of the COE; and through shared governance they ensure the highest quality of program management. These stakeholders are responsible partners, accountable and involved in every aspect of the COE professional programs. Academic departments outside the COE participate in program management through regular meetings, open communications, membership on curriculum committees and in professional learning communities developed to monitor, improve and evaluate professional programs. COE stakeholders actively participate in professional program management through COE meetings, Department meetings, Chairs & Directors meetings, annual retreats, and in collaboration with school districts in the COE regional service areas. COE faculty and faculty from academic departments outside the COE jointly participate in program management through their service on the College level committee that has responsibility for both initial and advanced programs, courses, and policy reviews within the College of Education to ensure compatibility across programs. This Teacher Education Committee is a university-level committee, with responsibility for initial and advanced professional education programs. Because teacher/professional education is a university-wide responsibility, the TEC has representatives from all of the colleges of the university, a representative of the on-line learning community and the directors of the extended campuses, as well as the community public schools, and the student body. The Teacher Education Assessment Sub-committee (TEAS) is chaired by the COE Director of Research and Assessment and is the coordinating element for the Professional Education Unit’s assessment system. One of the responsibilities of TEAS is to review all of the annual reports from the Department Program Assessment and Curriculum Committees. Each department has a Department Program Assessment and Curriculum Committee that is responsible for assessing the efficiency and effectiveness of each program.

6a.6. How does the unit facilitate collaboration with other academic units involved in the preparation of professional educators?

The unit facilitates collaboration through interaction with other departments across the university to ensure that both pre-service and in-service teachers are provided rigorous and focused instruction in the content they are expected to teach. The University governance structure includes the Teacher Education Committee, which is comprised of representatives from all colleges that support teacher education programs. The Teacher Education Committee must approve any curriculum changes (course or program changes) prior to approval by the Graduate School, Council on Academic Affairs, or Faculty Senate. This governance structure ensures regular planning and communications among faculty who work with pre and in-service teachers.

The Kentucky Center for Middle School Academic Achievement (CMSAA) is funded by the Kentucky Department of Education and is housed at Eastern Kentucky University and Murray State University and has supported collaboration and development of graduate courses and workshops for middle school teachers in English, math, political science, geography, economics, physics, biology, and geology.
The Department of Curriculum and Instruction actively collaborates with the English Department to encourage participation in the Kentucky Writing Project and the English as a Second Language Endorsement. Through collaboration with the College of Justice and Safety, EKU continues to offer the coursework for the Driver Education Endorsement and is beginning a new endorsement in School Safety. The Environmental Education Endorsement is one of the first in the nation and has involved collaboration between the Department of Curriculum and Instruction and The Division of Natural Areas. Two new advanced programs are being developed. They are the Teacher Leader Master’s Degree and the Principal Certification Program redesign. In both programs members of area school districts have assisted with the co-design of the program and of course syllabi and will mentor candidates as they complete field experiences.

6a.7. **Standard 6** - Exhibits That Reflect Unit Leadership and Authority

<table>
<thead>
<tr>
<th>EXHIBIT</th>
<th>Policies on governance and operations of the unit and university</th>
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<tbody>
<tr>
<td>EXHIBIT</td>
<td>Organizational Chart</td>
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<td>EXHIBIT</td>
<td>Minutes of meetings of unit governance committees</td>
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<td>EXHIBIT</td>
<td>Unit policies on student services (Teacher Education Services, advising, counseling)</td>
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<tr>
<td>EXHIBIT</td>
<td>Recruiting policies or practices (Initial, Call Me Mister)</td>
</tr>
<tr>
<td>EXHIBIT</td>
<td>Admission policies or practices (initial, advanced by program)</td>
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<tr>
<td>EXHIBIT</td>
<td>Academic calendars (University, Colonel's Compass)</td>
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<tr>
<td>EXHIBIT</td>
<td>Catalogs (Undergraduate, Graduate)</td>
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<td>EXHIBIT</td>
<td>Unit publications (Newsletter)</td>
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<tr>
<td>EXHIBIT</td>
<td>Exhibit: Grading policies, Grade Appeals, Grade Changes, Mid-term Grades</td>
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<tr>
<td>EXHIBIT</td>
<td>Unit advertising</td>
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</table>

6b. **Unit Budget**

6b.1. What is the budget available to support programs preparing candidates to meet standards? How does the unit's budget compare to the budgets of other units with clinical components on campus or similar units at other institutions?

The College of Education budget has allowed normal faculty teaching, and all programs and services have carried on despite small budget cuts due to the state budget problem. Our budgets have allowed us to start a new Ed.D. program in Ed. Leadership as well as a thriving CERA (Center for Educational Research in Appalachia) program, a Literacy development program, and a “Call me Mister” program. The COE budget has increased by 19.7% in the last four years, since 2007. Other clinical colleges have increases that vary from Health Sciences at 18.7%, Business and Technology at 23.4%, and Justice and Safety at 20.3%. The Comparable Budgets exhibit shows budget comparisons of the various colleges including allocations per FTE. The 2009-2010 costs per FTE of clinical programs are: Business and Technology, $4,708; Education, $4,315; Health Sciences, $4,939 and Justice and Safety, $6,216. With the exception of Justice and Safety which is a program of distinction, all of the clinical programs receive similar
allocations per FTE. As a program of distinction, Justice and Safety receives additional fund from the legislature to market itself nationally and internationally.

6b.2. How adequately does the budget support all programs for the preparation of educators? What changes to the budget over the past few years have affected the quality of the programs offered?

A new Ed.D. program has been started which required additional Faculty (three) as well as additional Operational Expense money for both the Department and for additional library resources. These new programs have been fully funded. There will also be additional staff hired for 2011. The COE budgets have also supported quality education and instruction, faculty and clinical work including scholarship and support for new programs to further allow the COE to have a high quality of work.

6b.3. **Standard 6 - Exhibits That Reflect the Unit Budget**

<table>
<thead>
<tr>
<th>EXHIBIT</th>
<th>College of Education Annual Budget</th>
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<tr>
<td>EXHIBIT</td>
<td>Monthly Budget Updates</td>
</tr>
<tr>
<td>EXHIBIT</td>
<td>Comparable budgets</td>
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</tbody>
</table>

6c. Personnel

6c.1. What are the institution's and Unit's workload policies? What is included in the workloads of faculty?

The university uses a 5 unit schedule. For undergraduate professors the normal load is 4 units (12 hours) of teaching and 1 unit for advising, scholarship and service. For graduate faculty, the normal load is 3 units (9 Hours) of teaching and 2 units for advising, scholarship and service. For doctoral staff, the normal load is 2 units (6 hours) of teaching 3 units for directing dissertations, advising, scholarship and service.

6c.2. What are the faculty workloads for teaching and the supervision of clinical practice?

Student teaching is a clinical experience that includes either sixteen or fourteen weeks of practice in schools, under the supervision of a qualified professional. In some programs, candidates are placed in two settings, each for eight weeks. In other programs, candidates complete ESE 490: Secondary Curriculum, Classroom Organization, and Management prior to their placement in schools, where they complete fourteen weeks of practice. Supervisors for student teaching are either full time faculty in various programs, or part-time faculty selected for their expertise and knowledge of the student teaching experience. For full time faculty supervising four or five student teachers is equivalent to a three hour undergraduate course within full time faculty load of twelve hours. No one supervises more than 18 student teachers per semester.

6c.3. To what extent do workloads and class size allow faculty to be engaged effectively in teaching, scholarship, and service?
The university identifies the workload of all faculty members relative to a 5 unit of service matrix as described in 6c.1. Class size can affect workload as certain classes, such as online classes, have limited enrollments of 15 or 20 students. The unit also has numerous courses that have limited enrollment due to either accreditation body guidelines or the department’s decision that effective teaching calls for such a limit. These include practicum and internship classes and student teaching classes. Workloads can also be adjusted to support certain special responsibilities within the department or college but at least one fifth of any individual’s workload as described in 6c.1 is to be reserved for scholarship and service.

6c.4. How does the unit ensure that the use of part-time faculty contributes to the integrity, coherence, and quality of the unit and its programs?

All part time faculty members are hired through the university hiring process and the department conducts searches and hires candidates based on the needed expertise for the course to be assigned to them. The part time instructor is then advised and given materials and syllabi’s showing how the course has been taught in the past. Tenure track faculty help these instructors get their materials developed and ready the first time they teach the class and then the part time instructor is evaluated through student evaluations and other methods when they teach the course to ascertain whether that part time instructor will be used again. The criterion for the courses and their primary student learning objectives are required of all who teach that course. The part time instructor is allowed to add to these objectives with their own interests and expertise but they still must cover the student learning objectives required for this course. This assures the coherence and quality of the program. They are also required to use the common assessments and rubrics for the course and the performance of their students on these measures are reviewed to assure student perform successfully and comparably students taught by full time instructors teaching this class.

6c.5. What personnel provide support for the unit? How does the unit ensure that it has an adequate number of support personnel?

The faculty within the unit is supported by a number of support staff. These staff includes administrative support staff, graduate assistants and student workers within each of their departments. Within the college, faculty are supported by staff who assist them with technology and all forms of technical support including assisting them in assisting students with technology in the college’s labs and elsewhere. Also within the college, support is provided though our ancillary services offices. Our Teacher Education Services office for example, supports both faculty and students with all forms of assistance in assuring quality advising information. Other offices, such as our Field Services and Professional Development Offices and our Center for Educational Research in Appalachia, support our faculty in their research efforts and in other forms of professional development and are staffed with exceptional support and professional staff. These are but a few of the support personnel in our College but the support personnel available to our faculty do not stop at the boundaries of the College. The university also provides a number of support and professional staff who provide superb support for our faculty. The Instructional Development Center provides all faculty members with course development and enhancement services including such things as the use of assessment services to guarantee
the quality of online courses. In addition, this office provides all forms of instructional development support, instructional photography services, and transcription services to assure our faculty’s course materials can be made accessible for all. The university also provides support staff in areas such as the library, in distance education settings, and in areas such as our University Teaching and Learning Center that hosts multiple presentations per week on various topics that range from how to develop a WIKI to a philosophical discussion of the Stiggin’s Model of Formative Assessment.

6c.6. What financial support is available for professional development activities for faculty?

Professional development funds are provided for faculty within the professional education unit from a variety of sources. They begin with $600 per year provided for each full time faculty member by the office of the Provost. Each department provides additional money from the department budget for each of their faculty members. This amount varies from year to year. The Graduate School also makes funds available to all faculty members to present at conferences. Additionally, faculty members have the opportunity to generate additional professional development through their participation in numerous college activities. The college provides $250 per semester in PD funds for faculty who participate in college professional learning communities and $500 per semester for those who lead these. These communities are geared toward shared learning activities and are used to assist the college in shared governance. Another example of the types of opportunities the college provides for faculty to generate additional PD money is the Professional Fellows Program where faculty develop relationships with P-12 schools and share their expertise. For doing this they get $1,500 in PD money per year plus money for materials, travel and sundries. Other opportunities like these exist and are sufficient that every member of the unit has the possibility of adding PD money to that provided to them.

6c.7. **Standard 6 - Exhibits Related to Personnel**

<table>
<thead>
<tr>
<th>EXHIBIT</th>
<th>Faculty Workload Policy (University, Unit)</th>
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<tr>
<td>EXHIBIT</td>
<td>Summary of Faculty Workloads</td>
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<tr>
<td>EXHIBIT</td>
<td>List of faculty (full-time and part-time)</td>
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<td>EXHIBIT</td>
<td>List of support personnel</td>
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<tr>
<td>EXHIBIT</td>
<td>Faculty development expenditures</td>
</tr>
</tbody>
</table>

6d. Unit facilities

6d.1. How adequate are unit--classrooms, faculty offices, library/media center, the technology infrastructure, and school facilities--to support teaching and learning?

The educational unit has just spent approximately $170,000 to upgrade all classrooms primarily used by faculty in the unit in four buildings on campus. These updates included state of the art projection, document cameras, audience response systems, sound systems and integrated control systems for each of these rooms. This goal is to keep unit classrooms at least to the standard met
in any classroom candidates are likely to be placed in upon graduation. Classroom spaces are adequate to all needs of the unit both on campus and on the three primary extended campus sites the university manages. Our Corbin and our Manchester campus facilities are rather new and provide excellent opportunity for instruction. Our Danville campus is older and has less extensive space for classrooms but is still equipped with labs, technology, and resources equal to the other sites of instruction. Library resources are provided on line and through daily currier services to all sites and technology services are similar to what is available on the main campus. Office space for faculty is at a premium on the main campus and on the Corbin campus and we are continuing to expand placement of our staff as new space becomes available within the university. New construction of buildings on campus is underway and we have requested the space for additional faculty offices, staff space, lab space and instruction space.

6d.2. **Standard 6 - Exhibits Related to Unit Facilities**

| EXHIBIT | Building Maps (On-Campus, Off-Campus, Model Laboratory School) |

6e. Unit resources including technology

6e.1. How does the unit allocate resources across programs to ensure candidates meet standards in their field of study?

The determination of resources allocated to each department or program area considers the requirements of that program to meet all student needs. These needs may be determined by accreditation requirements, safety requirements, or any other requirement that must be considered. However, the primary consideration is the instructional needs of the students to make them successful. Department chairs work with the Deans to review the budget and to make recommendation and then decisions on allocations of resources as they become available. Regular Chairs’ meetings with Deans and Chairs and Directors meetings are held to discuss these issues. A budget dashboard report is issued not only to chairs and directors but to all members of the units on a monthly basis to solicit input on how allocations decisions are made. An annual report of Program Key Assessments is conducted to assess the performance of candidates. Program faculty members meet to review these data to assure that candidates are meeting the standards in their field. Concerns about candidate performance are reviewed and appropriate changes to the program are recommended. These recommendations are recorded in the Use of Results section in TracDat and are reviewed by the unit for needed resource allocations such as additional faculty lines. These needs are then discussed and planned into the budget process.

6e.2. What information technology resources support faculty and candidates? What evidence shows that candidates and faculty use these resources?

The unit office of Educational Technology is comprised of three full time employees who provide desktop and web support for Faculty, Staff, and Candidates. Our Webmaster/Data Systems Manager creates applications and database utilities for candidate, faculty, and staff use for a wide range of areas from electronic portfolio searches to applying for graduation and a multitude of applications in between. Our Web and Desktop Support Specialist works with the entire unit to advance the use of the Internet, application software, and the latest technology.
hardware. The College of Education (COE) at EKU is utilizing TaskStream, which is a content management system and instructional tool for student portfolio and key assessment evaluation. TracDat is used for individual program assessment. All areas of EKU are networked wirelessly for ease of access to online resources and the COE has three computer labs for student and faculty use. Combs 431/432 has forty-one computers, Combs 202A has twenty-five computers and Wallace 329 has nineteen computers. EKU utilizes Blackboard as its online instructional tool along with a faculty network web space allotment. EKU provides webmail for faculty, staff and candidates through Microsoft Exchange Server for communication. All candidates are provided network and web space for file storage and web presence. The COE also uses video conferencing (ITV) to communicate with satellite locations and other institutions. All COE classrooms are in the process of being upgraded to standardize the technology hardware. All rooms will have an ADA camera along with the LCD projector. Some smaller classrooms will utilize Smart technology boards but larger rooms will use projection screens to produce larger images. These upgrades are completed. The COE purchased six response systems (Turning Point System) with thirty units per set for demonstration and instructional use. All full time tenure track faculty and part time faculty have wireless laptops assigned to them for their office to aid in course material development and classroom instruction. All candidates have secure access to the Wi-Fi (wireless) network on campus to increase their access to course material and research capabilities through online Library content.

6e.3. What resources are available for the development and implementation of the Unit’s assessment system?

As Continuous Assessment is vital for unit and program improvement, and for decision making, the assessment system must be both accurate and timely. The unit’s management system draws on five comprehensive data management and evaluation systems: Banner, Degree Works, TaskStream, TracDat, and Digital Measures. The Banner system houses directly-gathered student individual data such as GPAs, raw grades and demographic data. Degree Works is an electronic planned program used by candidates, faculty, and staff in tracking candidates’ progress toward degree completion. The TaskStream program gathers academic data entered directly by the Candidates and Faculty and allows these data to be aggregated and reported by program, by academic year or by instructor. TracDat is the vehicle used for reviewing aggregated data received from the Departments, TaskStream and other independent data gathering programs such as our Dispositions reporting and review structure. In addition, TracDat is used to summarize the unit Assessment data. These data are gathered and aggregated at the unit level and entered into the unit assessment section of TracDat and sent along with the COE Strategic Plan update to the Department chairs, the Dean, and the Director of Institutional Effectiveness where it is transmitted to the Provost and the President. The digital measures database is used to track faculty teaching, scholarship and service, as well as data that would be included in the faculty Curriculum Vitae. Additionally, TracDat is reviewed by the Teacher Education Assessment Sub-Committee and reported to all college deans and then to Department chairs. This procedure is used in both graduate and undergraduate programs to enable the continuous assessment of our programs and the unit. First rate technical personnel are available to help administrator and facilitate the use of information technology for data collection and decision making.
6e.4. What library and curricular resources exist at the institution? How does the unit ensure they are sufficient and current?

The Learning Resources Center (LRC) is a curriculum materials center that houses a collection of approximately 37,000 P-12 resources to support the College of Education’s teacher education programs. Located on the third floor of the Crabbe Library, the LRC contains two collections: the Youth Collection and the Professional Collection. The Youth Collection is made up of high quality, award winning children’s and young adult literature, including fiction, nonfiction, poetry, folktales, and biographies. This collection also contains AV materials, including books on tape, books on CD, digital audio books, and videos. The Professional Collection of LRC contains most major curriculum areas as well as several minor curriculum areas. Within each area, patrons will find professional books (idea books, lesson planning guides, and books that discuss the latest trends in education and teaching methods), textbooks, and A/V materials (videos, kits, games, posters, puzzles, puppets, and more). The LRC has nine computers throughout the two floors available anytime the library is open. The LRC also offers students a small work area that contains a variety of die cuts, and two die-cut machines for bulletin boards and other project creations. The Main Library has a budget line in its materials budget for LRC books, video, and other resources. While Continuing Education has purchased some E-Books for the Extended Campuses that have education topics, the main funding for the College of Education’s LRC resources comes from the Main Library’s materials budget. All of the LRC materials are available for faculty, staff, and candidates on the main campus as well as for candidates at the extended campuses. A courier service expedites the delivery of library materials to our four extended campuses so that those patrons receive materials in a timely manner. We provide customized web pages that aid in communicating the types of resources and services that the LRC offers. The librarians in the LRC also provide reference and instruction to faculty and students on the main campuses as well as at the various extended campuses both in person and via ITV. In addition, other educational books that are more research and theory-based are housed in the library’s main collection. The library subscribes to several databases and journals in the field of Education, as well. There is a separate budget line for those items as well as for the materials that are specified for the doctoral program.

6e.5. How does the unit ensure the accessibility of resources to candidates, including candidates in off-campus, distance learning, and alternate route programs, through electronic means?

The educational unit assures that all students, regardless of their location of instruction, have access to all the resources they need to succeed. This includes students in the extended campus sites who have access to the same technology and library resources as the main campus students. It also means the unit works diligently to provide those taking classes in an online environment have access to these resources. We use Blackboard as the official course management system for both online and on the ground classes and augment this with extensive web based services through the library and many other departments. The unit runs a technology support service candidates can access both online and by phone at times they need them. Faculty support is available to candidates both for classroom needs and advising by email, web and phone to assure all who need it have access to it. While not all resources may be available to all candidates in the
same format at the same time, all resources are available to all candidates in the format they need when they need them.

6e.6. **Standard 6 - Exhibits Related to Unit Resources, Including Technology**

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<tr>
<th>EXHIBIT</th>
<th>Description</th>
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<td>EXHIBIT</td>
<td>Unit Assessment System Resources</td>
</tr>
<tr>
<td>EXHIBIT</td>
<td>Library resources</td>
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<tr>
<td>EXHIBIT</td>
<td>Distance learning resources</td>
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SUMMARY – STANDARD 6

Unit Leadership and Authority

The unit provides the leadership for effectively coordinating all programs at the institution designed to prepare education professionals to work in P–12 schools. The unit’s recruiting and admission practices are described clearly and consistently in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are accurate and current. The University ensures that candidates have access to student services such as advising and counseling. The unit provides access to teacher education services. The unit and other faculty collaborate with P–12 practitioners in program design, delivery, and evaluation of the unit and its programs.

Unit Budget

Unit budgetary allocations permit faculty to excel in teaching, scholarship, and service unit service extends beyond the unit to P–12 education and other programs in the institution. The budget for curriculum, instruction, faculty, clinical work, scholarship, and service supports high-quality work within the unit and its school partners.

Personnel

Workload policies and practices permit and encourage faculty not only to be engaged in a wide range of professional activities, including teaching, scholarship, assessment, advisement, work in schools, and service, but also to professionally contribute on a community, state, regional, or national basis. These policies vary the teaching loads based on teaching assignments. Formal policies and procedures have been established to include online course delivery in determining faculty load. The unit’s use of part-time faculty is purposeful and employed to strengthen programs. Part-time clinical faculty members are included in the unit as valued colleagues in preparing educators. The unit provides an adequate number of support personnel so that programs can prepare candidates to meet standards. The unit supports professional development activities such as professional learning communities that engage faculty in dialogue and skill development related to emerging theories and practices.

Unit Facilities

The unit has efficient and effective facilities on and off-campus and with partner schools to support candidates in meeting standards. Facilities support faculty and candidate use of technology and allow faculty to model the use of technology. Candidates are able to practice technology use for instructional purposes during clinical practices.

Unit Resources Including Technology

The unit successfully secures resources to support high quality and exemplary programs and projects to ensure that candidates meet standards. The development and implementation of the unit’s assessment system is well funded. The unit has adequate information technology resources
to support faculty and candidates. Faculty and candidates have access to exemplary library, curricular and electronic information resources that serve the unit and programs. Resources for distance learning programs provide exceptional reliability, speed, and confidentiality of connection in the delivery system.