



National Council for Accreditation of Teacher Education

BOARD OF EXAMINERS

***** *Report*

Accreditation Visit to:

SHAWNEE STATE
UNIVERSITY

940 Second Street
Portsmouth, OH 45662
11/1/2008-11/5/2008

Type of Visit:

Continuing visit - Initial Teacher Preparation

Board of Examiners Report

SUMMARY FOR PROFESSIONAL EDUCATION UNIT

National Council for Accreditation of Teacher Education

Institution:

Shawnee State University

Team Findings:

Standards	Initial	Advanced
1. Candidate Knowledge, Skills, and Professional Dispositions	Standard Met	Not Applicable
2. Assessment System and Unit Evaluation	Standard Met	Not Applicable
3. Field Experiences and Clinical Practice	Standard Met	Not Applicable
4. Diversity	Standard Met	Not Applicable
5. Faculty Qualifications, Performance, and Development	Standard Met	Not Applicable
6. Unit Governance and Resources	Standard Met	Not Applicable

Not Applicable (Programs not offered at this level)

I. INTRODUCTION

1. Provide a brief overview of the institution and the unit.

Shawnee State University (SSU) is a state-supported public undergraduate institution of higher education in Portsmouth, located in southern Ohio. The institution was created in 1986. The origin of the University was as a Technical college and a branch of Ohio University. The campus has expanded from a single, five-story building to 29 buildings on more than 55 acres on the Ohio River. SSU, being located in the rural, Appalachian region of Ohio, is one of two designated "Access" institutions to predominately serve Appalachian Whites of the state. Many of the students are first-generation college students. These students are approximately 61% female and 5% students of color.

The university is divided into three colleges: The College of Arts and Sciences, the College of Professional Students, and University College. The unit is a department within the College of Arts and Sciences headed by a faculty department chair.

The university offers associate degrees in 13 major fields, baccalaureate degrees in 18 major fields, licensure in teacher education, a master's of occupational therapy, and is in the process of developing additional majors. The university has recently received preliminary approval for a master's degree program in education. However, all teacher licensure programs are currently offered at the initial licensure, baccalaureate level.

The Department of Teacher Education (DTE) is responsible for managing and coordinating all programs offered for teacher preparation. Table I.2 on page 4 of the IR accurately reflects specific information about programs, degrees, enrollment, and accreditation and recognition of programs. Education units in the State of Ohio are required to submit programs for national (SPA) review. SSU submitted program

reports to NCATE in January 2007.

The DTE has ten full-time faculty, two administrative professionals, and two hourly staff. Two faculty members from the College of Arts and Science and five adjuncts provide instruction and supervision support.

All the programs have been approved by the Ohio Department of Education and have been designed to meet the national and state standards for the preparation of teachers.

2. Describe the type of state partnership that guided this visit (i.e., joint visit, concurrent visit, or an NCATE-only visit). Were there any deviations from the state protocol?

The State of Ohio is an NCATE partnership state. Five national team members conducted the review. One state consultant, and one NEA representative, were non-voting members and present throughout the visit. The BOE team operated as a combined team, made a single recommendation for each standard, and wrote a single report.

There were no deviations from the state protocol.

3. Indicate the programs offered at a branch campus, at an off-campus site, or via distance learning? Describe how the team collected information about those programs (e.g., visited selected sites, talked to faculty and candidates via two-way video, etc.).

All courses for initial programs are provided on the SSU campus.

4. Describe any unusual circumstances (e.g., weather conditions, readiness of the unit for the visit, other extenuating circumstances) that affected the visit.

Although no unusual circumstances affected the visit, the recent (2007-08) conversion from a quarter to a semester system presented a few challenges related to understanding the assessment system and some exhibits.

II. CONCEPTUAL FRAMEWORK.

The conceptual framework establishes the shared vision for a unit's efforts in preparing 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 institutional mission, and continuously evaluated.

1. Provide a brief overview of the unit's conceptual framework and how it is integrated across the unit.

The DTE "vision" for teacher preparation is one of a "Teacher as learner-centered, inquiring

professional." The notion of learner-centered supports a belief that effectiveness of teacher preparation should be demonstrated through the capacity outcomes of its graduates, their knowledge and ability to teach (NCATE, 1998). An effective teacher must teach for understanding and teach for diversity (Darling-Hammond, 1997). The notion of teachers as inquiring professionals supports the belief of preparing teachers as decision-makers and problem solvers. This vision has an underlying belief that teachers continue to develop cognitively, technically and socially over time. DTE structures preparation by building candidate capacity and by providing necessary knowledge, skills and dispositions to critically inquire into their practice.

A model of action research is used to translate the vision of the learner-centered, inquiring professional into a workable framework. The model links planning into action, action into observing and observing into reflecting. It is evident through interviews and documentation that the inquiry model is embedded throughout the preparation programs.

The knowledge base for all of the SSU programs is defined in five constituent domains of teacher capacity, including: domain of general studies and discipline areas; domain of the diverse learner and learning process; domain of learning contexts and environments; domain of effective teaching strategies; and domain of professional development. Specific goals for teacher candidates are delineated in terms of knowledge, skills and dispositions within each domain. The domains and goals are aligned to the Standards for Ohio Educators and the INTASC standards.

Four significant transition points aligned to the conceptual framework are used for candidate assessment for all SSU programs. Coherence is maintained through faculty instruction, candidate assessment and evaluation, program assessment measures and unit publications. The Conceptual Framework is viewed annually by faculty at the assessment retreat.

III. STANDARDS

In its responses to each standard, the team should indicate when differences exist among the main campus, distance learning programs, and off-campus programs.

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.

1. Information reported in the Institutional Report for Standard 1 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes

No

jñ

jñ

If your answer is "No" to above question, provide an explanation.

1a. Content Knowledge for Teacher Candidates

Content Knowledge for Teacher Candidates – Initial Teacher Preparation	Acceptable ▼
Content Knowledge for Teacher Candidates – Advanced Teacher Preparation	Not Applicable ▼

Summary of Findings for Initial Teacher Preparation:

Candidates at Shawnee State University know the content that they plan to teach. Content knowledge is part of Domain I of the conceptual framework. Content knowledge is, therefore, addressed in Domain I artifacts in candidate portfolios and in assessment instruments, such as the Field/Clinical Experience Performance Assessment completed by candidates, cooperating teachers, and university supervisors during student teaching. Candidates' portfolio scores for this domain ranged from 3.6 to 4.85 on a 5-point scale and from 3.6 to 4.6 on the clinical assessment.

All candidates must pass the Praxis II content area examination to be licensed by the state of Ohio. At Shawnee State University, candidates must pass this exam in order to student teach. Most programs use Praxis II Content Area scores and course grades to document candidate knowledge of content. The pass rate for all programs is above 80 percent. For the past three years, the average pass rate has been 93 percent or greater.

All programs, with the exception of Art Education, must submit program reports to national SPAs. Art Education must submit a program report to the state. The PreK Program Endorsement must also receive state approval. Most SPAs found Praxis II scores to be sufficient evidence of candidate content knowledge. NCTM also cited the Action Research project that all candidates must complete as a source of information about candidate understanding of content. NCTE expressed a concern about the number of electives candidates were allowed to take, leaving questions about equal preparation of candidates. For example, candidates could graduate without taking any courses in non-western or minority literature. In an interview, the Chair of the English and Humanities Department stated that, in the future, General Education requirements for all students will include courses with western and non-western perspectives. Because several SPAs noted that the Curriculum Mapping Project was not clearly aligned with their content areas, the program faculty have adjusted the rubrics for this assessment by adding content area-specific indicators. All programs seeking national recognition have achieved this status; four of these have been recognized with conditions (Early Childhood, Intervention Specialist K12 and P-3, and Language Arts).

During the poster session and in interviews, candidates were able to explain the principles and concepts delineated in professional, state, and institutional standards. Their lesson plans, units, and curriculum maps link content and strategies to state standards, to standards of their professional association, as well as to the unit's conceptual framework.

The unit created an online employer survey in spring 2008 to replace the university-issued survey that had been discontinued. Three administrators responded to this first survey. Their responses were very positive. They assigned graduates scores of four and five on a five-point scale. A survey of graduates (N = 15) and surveys of cooperating teachers given each semester yielded similar results.

During interviews, candidates, graduates, and cooperating teachers agreed that candidates are thoroughly prepared in content knowledge related to the subject they are teaching. The only suggestion, in cooperating teacher surveys and in interviews, was that Kentucky content standards and lesson plan formats be incorporated into unit courses because of the proximity of the university to Kentucky. The unit head noted that this problem area was currently being addressed by having a representative of

KTIP, Kentucky’s intern program speak to education students at SSU. At present, Kentucky’s standards have not been systematically incorporated into the unit’s courses.

Summary of Findings for Advanced Teacher Preparation:

1b. Pedagogical Content Knowledge and Skills for Teacher Candidates

Pedagogical Content Knowledge and Skills for Teacher Candidates – Initial Teacher Preparation	Acceptable
Pedagogical Content Knowledge and Skills for Teacher Candidates – Advanced Teacher Preparation	Not Applicable

Summary of Findings for Initial Teacher Preparation:

Candidates were able to explain how their teaching strategies related to pedagogy delineated in professional, state, and institutional standards. All lesson plans must include SPA standards related to the content area they are teaching, as well as the five domains of the unit’s conceptual framework. Indicator 1.4 of the Field/Clinical Experience Performance Assessment addresses making content knowledge comprehensible to students. Candidates’ average score on this indicator was 4.6 on a five-point scale.

Most SPA reports found the Integrated Unit and the Field/Clinical Experience Performance Assessment to be sufficient evidence that candidates had an understanding of pedagogical content knowledge. Three SPA reports, however, indicated a few problems with evidence offered to support this part of their standards. For example, because the Curriculum Mapping Project and the Integrated Unit were group projects, they did not demonstrate an individual candidate’s proficiency. As a result of the SPA reviews, these two projects have been changed to individual, rather than group, assignments.

The unit assures that candidates are able to integrate technology in their teaching. All candidates must successfully complete the course, EDUC 2230 Educational Media, Technology, and Computers. In this course, one assignment is a Web Quest in which candidates create a website for a class that requires students to solve mysteries, complete tasks, solve problems, answer questions, and write reflections using the computer. Also, technology is included in all lesson plans. Curriculum units displayed in the Documents Room incorporated many forms of technology, including PowerPoint, videotaping, and the use of content-related websites to facilitate student learning. The Field/Clinical Experience Performance Assessment completed by cooperating teachers, university supervisors, and student teachers includes an indicator related to the candidate’s ability to select technological and computer resources that are appropriate for students and are aligned with goals of their lessons. The average score for this indicator is 4.3 on a five-point scale. A question regarding technology is also part of the survey given to graduates and employers.

Summary of Findings for Advanced Teacher Preparation:

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

Professional and Pedagogical Knowledge and Skills for Teacher Candidates – Initial Teacher Preparation	Acceptable
Professional and Pedagogical Knowledge and Skills for Teacher Candidates – Advanced Teacher Preparation	Not Applicable

Summary of Findings for Initial Teacher Preparation:

Teacher candidates at Shawnee State University can apply the professional and pedagogical knowledge and skills to facilitate learning as delineated in professional, state, and institutional standards. SPA reviews of program reports indicated that candidates have a variety of opportunities to address pedagogical standards related to their professional organizations. The state of Ohio requires that all teacher candidates pass Praxis II, Principles of Teaching and Learning. Domains II, III, and IV of their Field/Clinical Experience Performance Assessment relate to candidates' ability to plan and teach, based on knowledge of content, students, and contexts of learning. Scores in these domains ranged from 4.0 to 5.0 and averaged 4.5, 4.6, and 4.8 respectively. The pass rate on Praxis II, Professional Knowledge, is 100 percent.

Candidates consider the school, family, and community contexts in which they work and describe the students' families as being partners in education. Candidates, cooperating teachers, and unit faculty members cited many examples of candidates including family and community in their teaching: Indicator 3.5 of the Field/Clinical Experience Performance Assessment is related to communication with students, faculty, and parents. The average score on this domain is 4.5 on a five-point scale. Candidates are able to build on the prior experience of students to develop meaningful learning experiences. One cooperating teacher described how a student teacher created different voices for characters in a story she read to a class of below level reading students so that they could better distinguish the characters' personalities. A candidate talked about working with first grade students who did not know the alphabet. She created letters in different colors and used other Pre-K strategies to help them. Graduates described re-teaching a lesson using different strategies, especially strategies that involved hands-on learning and other tactile strategies, or having students stand up and spell kinesthetically. Others talked about using whipped cream or sand to teach spelling, or using software programs, grouping, and peer teaching to teach mathematics.

Throughout their field and clinical experiences, candidates are required to reflect on their practice, mainly through journal entries and portfolio artifact analyses. All education courses have a reflection component. Field/Clinical Experience Performance Assessment Indicators 4.11 and 4.12 relate to candidates' ability to reflect on their practice. Average scores on these indicators are 4.5 and 4.6 respectively.

During interviews, unit faculty members noted the many instances of candidate reflection throughout their coursework.

Candidates are able to put the theory they learn at the university into practice in their classrooms. Praxis II results demonstrate candidates' knowledge of the major schools of thought about schooling, teaching, and learning. These included Wiggins' and McTighe's Backward Design in lesson plans, Kounin's and the Wongs' strategies for creating classroom environments, and the concept of scaffolding when teaching special needs students.

The Action Research Project demonstrates candidates' ability to analyze educational research findings and incorporate new information into their practice as appropriate.

Summary of Findings for Advanced Teacher Preparation:

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1d. Student Learning for Teacher Candidates

Student Learning for Teacher Candidates – Initial Teacher Preparation	Acceptable ▼
Student Learning for Teacher Candidates – Advanced Teacher Preparation	Not Applicable ▼

Summary of Findings for Initial Teacher Preparation:

Teacher candidates focus on student learning. They assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress. They are able to develop and implement meaningful learning experiences for students based on their developmental levels and prior experience.

The primary instrument used to measure impact on student learning is the Action Research Project that is required of all candidates. These projects are designed around a question regarding the impact of a strategy on student learning. Topics for Action Research Projects include the effectiveness of using multiple spelling strategies, using manipulatives in elementary mathematics, and the effect of reading comprehension strategies. The Results section of the project includes charts and graphs depicting student learning. The Action Research Project also includes a final section in which candidates describe how the results of their study will impact teaching and learning in the classroom. Because Action Research Projects can range from teaching a social skill to an autistic student to research-based strategies for whole classes, the unit has not yet created a way to aggregate these results across programs. As a result, the impact on student learning across candidates is not presently quantified. However, unit faculty are in the process of re-designing the Action Research Project rubric so that it includes at least one indicator related to the strategy's effect on student learning.

The unit has also implemented a required Written Intervention Plan. This instrument, however, is new and not a unit-wide requirement. Therefore, the unit currently has no data from this instrument demonstrating candidates' ability to design instruction based on students' needs.

The Field/Clinical Experience Performance Assessment includes indicators in which candidates are evaluated on their ability to assess student learning, adjust instruction to fit the needs of the students, and develop and implement meaningful learning experiences based on their knowledge of their students. Indicator 4.7 of the Field/Clinical Experience Performance Assessment evaluates candidates on their ability to modify instruction in response to student feedback and performance. The average score on this indicator is 4.4 on a five-point scale.

In December 2007, Ohio passed legislation requiring teacher preparation programs to create a plan for teaching candidates on how to interpret the value-added progress dimension developed by the Department of Education.

Teacher education graduates in Ohio are evaluated by Praxis III during their first year of teaching. Part of that evaluation includes impact on student learning. For the past three years, graduates have had a pass rate on this instrument of 97 percent or above. Candidates stated that they are thoroughly prepared for this assessment while still in the program.

Candidates at Shawnee State University demonstrate an understanding of the knowledge, skills, and dispositions delineated by their professional, state, and institution standards. They are able to create curriculum based on these standards and can demonstrate the impact of their teaching on student learning. Their Curriculum Mapping Projects, Action Research Projects, Electronic Portfolios, and Web Quests provide ample evidence that candidates are prepared to be creative and sensitive teachers who will have a positive impact on student learning.

Summary of Findings for Advanced Teacher Preparation:

1e. Knowledge and Skills for Other School Professionals

Knowledge and Skills for Other School Professionals

Not Applicable ▼

Summary of Findings for the Preparation of Other School Professionals:

1f. Student Learning for Other School Professionals

Student Learning for Other School Professionals

Not Applicable ▼

Summary of Findings for the Preparation of Other School Professionals:

1g. Professional Dispositions for All Candidates

Professional Dispositions for All Candidates – Initial Teacher Preparation

Acceptable ▼

Professional Dispositions for All Candidates – Advanced Preparation

Not Applicable ▼

Summary of Findings for Initial Teacher Preparation:

Candidate dispositions are imbedded in each of the five domains of the conceptual framework and include sensitivity to the needs of diverse learners, collaboration and communication, lifelong learning, professional conduct, and participation in professional and school-sponsored activities. These dispositions are embedded in most of the unit's assessment instruments. For example, the Action Research Project requires candidates to assess and improve instruction for diverse learners, one of the dispositions listed in Domain IV. The Field/Clinical Experience Performance Assessment form contains many indicators related to candidates having the belief that all students can learn. Domain V on this instrument contains five indicators related to professionalism. Average scores on these indicators range from 4.7 to 4.8 on a five-point scale.

When asked to describe dispositions of candidates at SSU, cooperating teachers, faculty, candidates, and graduates responses reflected those in the conceptual framework and included the following:

- Candidates are reflective educators who reflect on their own teaching and learning. They also reflect on the teaching they observe in the P-12 classroom. They reflect about student learning and about the strengths and weaknesses in the courses they take.
- Candidates treat students as individuals. Even in classroom management, candidates tailor the strategy to the student. They are patient and try multiple solutions to problems.
- Candidates can evaluate student performance.
- Candidates are professional in dress and behavior. They are always respectful and appreciative. They are organized. Their lessons include standards and strategies.
- Candidates are collaborative. They share lesson plan ideas and work well with each other and cooperating teachers. They accept criticism well and use it to grow as professionals.

Summary of Findings for Advanced Teacher Preparation:

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Summary of Findings for the Preparation of Other School Professionals:

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Overall Assessment of Standard

Candidates at Shawnee State University demonstrate an understanding of the knowledge, skills, and dispositions delineated by their professional, state, and institution standards. They are able to create curriculum based on these standards and can demonstrate the impact of their teaching on student learning. Their Curriculum Mapping Projects, Action Research Projects, Electronic Portfolios, and Web Quests provide ample evidence that candidates are prepared to be creative and sensitive teachers who will have a positive impact on student learning.

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed “target” or “acceptable.” However, strengths should clearly indicate outstanding practice.]

The Web Quest allows all candidates to create computer-based lessons that combine website development, use of power point, and creation of links to meaningful Internet sites. In addition, all Web Quests are maintained in an online file so that graduates can access anyone's web-based lesson, thus providing an excellent resource for teachers.

The Action Research Projects completed by all candidates allow them to address meaningful issues related to teaching, such as a comparison of two reading techniques, so that when they enter their own classrooms, their choice of strategies can have a sound research basis.

Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number &Text	AFI Rationale

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AFIs from last visit: Continued

AFI Number & Text	AFI Rationale

New AFIs

AFI Number & Text	AFI Rationale

Recommendation for Standard 1

Initial Teacher Preparation	Met <input type="text"/>
Advanced Preparation	Not Applicable <input type="text"/>

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

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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.

Information reported in the Institutional Report for Standard 2 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes No
 jn jn

If your answer is "No" to above question, provide an explanation.

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2a. Assessment System

Assessment System – Initial Teacher Preparation	Acceptable <input type="text"/>
Assessment System – Advanced Preparation	Not Applicable <input type="text"/>

Summary of Findings for Initial Teacher Preparation:

The DTE assessment system is built around four levels and is applied to all programs. The first level is admission to the department and generally occurs at the end of the freshman year. The key requirements include completion of professional education courses, completion of 6 hours of content curriculum, two letters of recommendations, passing of the Praxis I exam, and review of the initial portfolio assignment. The second level is admission into the program, occurring at the sophomore year. The key requirements include: ninety percent of content coursework completed with a 3.0 GPA, all reading/literature requirements met, passing of the Praxis II exam and portfolio review. Level three is admission into the clinical experience which requires completion of the action research project. Level four is completion of the program and recommendation for licensure. The assessment system has multiple measures of candidate performance to the proficiencies stated in the conceptual framework and to stated standards. The multiple measures include objective and performance-based evaluations of candidate proficiency with the five domains of teacher capacity and their respective SPA and state standards. Table 6 in the IR indicates the levels and assessments in the system.

The assessment system was reviewed after the fall 2007 conversion to the semester system to ensure the system allowed for efficient and effective student transition through the program. The evaluation of the system was adjusted to meet the new timelines for students, but the key transition points remained. Changes were approved by the faculty and taken to the Advisory Council, which includes members of the professional community, for comment. Data and recommendations are routinely provided to the Advisory Council for input.

The DTE uses several tools and measures to ensure assessments are free of bias, fair and accurate. These include the use of standardized measures, such as examinations, along with university grades to evaluate consistency of student performance. Faculty have developed rubrics that clearly state expectations for candidates that are used by both faculty and candidates to evaluate performance. Unit faculty use the same rubric across terms to ensure consistency and fairness. The unit stated that training is provided to clinical faculty and school personnel in use of evaluation tools and rubrics; however, there was no consistent evidence in the exhibits or in interviews to validate this statement. While the assessment tools were very consistent in structure around the five domains, and the use of a standardized scoring scale; evidence was lacking in the training of using scoring guides to ensure assessment procedures were fair, accurate and consistent.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

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2b. Data Collection, Analysis, and Evaluation

Data Collection, Analysis, and Evaluation – Initial Teacher Preparation	Acceptable ▼
Data Collection, Analysis, and Evaluation – Advanced Preparation	Not Applicable ▼

Summary of Findings for Initial Teacher Preparation:

The unit maintains an assessment system through the use of appropriate technology resources.

The unit recently revised its data collection system. The department is in the process of converting to the TK20 integrated candidate information and data management system. The TK20 system allows for

various standard reports and specialized reports to be generated in order to analyze the performance of candidates and programs. A separate system is also used to track level transition point requirements for each candidate. Candidates, faculty, clinical faculty and administration are all given various levels of access to data in the TK20 system.

The collection, analysis and evaluation of data are systematic. Throughout the semester, faculty and the Office of Preprofessional Services load grade projects and assignments into the system. At the end of semester, field and clinical evaluations are submitted and entered into the system. Key program assessments can be accessed by faculty and downloaded for analysis. Data can be provided to the program coordinators for aggregation and analysis by faculty. The exit survey, which was administered by the university in the past, now is administered by the unit. The recent survey results were not informative because of low return rates. Consideration is being given on ways to improve the return rates of surveys.

Data are compiled, analyzed and summarized by programs annually. Each spring, the department holds an assessment retreat. The retreat provides an opportunity for programs to report on their data and for the faculty to identify issues and concerns and to discuss important department information. Annual goals and objectives are reviewed and new goals are established for the upcoming year. An examination of evidence showed annual retreats were used to prepare for the NCATE visit, with only the most recent one used to discuss program and candidate data.

DTE has developed a system of addressing candidate complaints and concerns. Evidence was provided to demonstrated resolution of candidate complaints and appropriate record keeping.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

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2c. Use of Data for Program Improvement

Use of Data for Program Improvement – Initial Teacher Preparation	Acceptable ▼
Use of Data for Program Improvement – Advanced Preparation	Not Applicable ▼

Summary of Findings for Initial Teacher Preparation:

The unit and programs have systematically made changes based on the analysis of various assessment data. For example, in response to the conversion to the semester system, program hours in the early childhood program were modified and the program overall was changed to accommodate candidate concerns about the number of field experience hours. Other examples of program changes based on data analysis include:

- Changes to the math curriculum to better align with standards.
- Addition of the Survey of Exceptionalities as a required course for all majors and licenses.
- EDUC2248 Diversity Field Experiences was added to the core as a separate field experience.

The assessment system enables the faculty, candidates and key personnel to access data on all assessments in varying degrees based on account level access.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

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Overall Assessment of Standard

The unit has developed a system that effectively manages unit and program level data. Data are shared regularly with appropriate stakeholders and are used to make program improvements. The unit's assessment system collects and analyzes data on applicant qualifications and performance and is used to evaluate and improve their performance.

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed “target” or “acceptable.” However, strengths should clearly indicate outstanding practice.]

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Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number &Text	AFI Rationale

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale

New AFIs

AFI Number & Text	AFI Rationale
The unit has not taken effective steps to ensure consistency of assessment results across multiple raters and evaluators.	The unit does not systematically train faculty and clinical faculty in assessments, rubrics and scoring guides used by multiple evaluators.

Recommendation for Standard 2

Initial Teacher Preparation	Met <input style="width: 80%; height: 20px;" type="text"/>
Advanced Preparation	Not Applicable <input style="width: 80%; height: 20px;" type="text"/>

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

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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.

Information reported in the Institutional Report for Standard 3 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes

No

jñ

jñ

If your answer is "No" to above question, provide an explanation.

3a. Collaboration between Unit and School Partners

Collaboration between Unit and School Partners – Initial Teacher Preparation	Acceptable ▼
Collaboration between Unit and School Partners – Advanced Preparation	Not Applicable ▼

Summary of Findings for Initial Teacher Preparation:

The unit currently has contractual relationships with 38 public and private school districts and 17 preschools. The relationship is based on written contract which establishes the duties and responsibilities of the school and unit faculty as well as the school and unit administration involved in field and clinical experiences. The placement of candidates for field or clinical experiences is determined jointly by the school and unit. The minutes of Teacher Advisory Council meetings, regular orientation meetings, surveys, and direct contact between the unit and school faculty were documented as evidence of the joint effort.

The Teacher Advisory Council (TAC) includes school partners, clinical faculty, school administration and candidates. The TAC meets regularly and provides input into the design, delivery and evaluation of field and clinical experiences through the committees within the council. Joint student teaching orientations are held each semester to review the expectations of the candidates, school based faculty and administration, clinical faculty and supervisors. The unit has a formal system of evaluation, observations and surveys it utilizes to ensure its partners have input into design, delivery and evaluation of field and clinical experiences.

The Office of Preprofessional Services is primarily responsible for the candidate’s field and clinical placement. Field experiences are initiated through the Office by a written request to a partner school once a candidate is determined to be eligible. For clinical experiences the candidate must submit an application on May 1 or December 1 prior to the semester of placement. Placement histories are maintained on the TK20 system to ensure the candidate experiences as many diverse placements as possible.

Joint conferences and training are held with the school based faculty, candidates, and the unit to provide expertise for the candidates.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

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

Design, Implementation, and Evaluation of Field Experiences and Clinical Practice – Initial Teacher Preparation	Acceptable ▼
Design, Implementation, and Evaluation of Field Experiences and Clinical Practice – Advanced Preparation	Not Applicable ▼

Summary of Findings for Initial Teacher Preparation:

Entry and exit criteria for field and clinical practices are clearly established. Field experiences are begun in the Introduction to the Teaching Profession course. Each program requires hours in observation and reflection, a service learning project, practicum and methods which must be completed prior to the clinical experience. These field experiences include observations and reflection, tutoring, small group remediation, participating in service learning projects, and case studies on individual students.

A unit wide assessment, Field and Clinical Experience Performance Assessment (3-way form) is used to assess field and clinical experiences in order to ensure a uniform review across all programs. This assessment has been aligned with the Standards for Ohio Educators, INTASC, individual SPA’s, and the conceptual framework (which includes the five domains of teacher capacity). This assessment includes a domain which focuses on the use of technological and computer resources in candidate instructional practices.

The criteria for selecting school based faculty are specified in the contract established with the partner schools, in the Student Teacher handbook and in the Agreement for Teacher Education Professional Field and Clinical Experiences. Priority is given to teachers who have Pathwise/Praxis II training. The credentials of school based faculty are verified through a database established by the Ohio Department of Education. This database is reviewed regularly by the Coordinator of Clinical and Field Experience to ensure adherence to the established criteria.

The unit utilizes university based trainings, mail, and email to ensure supervising school based faculty are aware of the expectations and procedures for evaluation of field and clinical experiences. The clinical faculty members make scheduled and unscheduled observations during the semester experience. At the conclusion of the experience, a formal conference and evaluation is conducted with the candidate, school and unit supervisor. Each participant has an opportunity to provide input in regard to the experience.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

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3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn – Initial Teacher Preparation	Acceptable
Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn – Advanced Preparation	Not Applicable

Summary of Findings for Initial Teacher Preparation:

Candidates are required to apply for admission to clinical practice at least one year in advance. Before the clinical experience, a candidate must meet established guidelines that include course work, established GPA, successful completion of Praxis II, and a satisfactory review of their portfolio by their faculty advisor. Evidence of reflection is provided through the review of syllabi for coursework. Throughout the clinical experience, candidates are evaluated by scheduled and unscheduled observations, interviews, daily feedback and the weekly seminar sessions. At the conclusion of the clinical experience, candidates are evaluated formally using the Field and Clinical Experience Performance Assessment. The data collected in regard to student evaluation was positive, but very limited. The university has begun to use an electronic version and response was nominal. During interviews with employers, the quality of graduates and student teachers were verified.

Two hundred and one student teachers have been placed with partner schools in the last three years and all have successfully completed the clinical experience. Candidates are required to complete an Action Research project which includes identifying an instructional issue, gathering and analyzing data, developing instructional interventions and making decisions based on the process. These projects are evaluated using the Action Research Rubric. Field and clinical experiences are regularly reviewed by the Office of Preprofessional Services and a history of the placement is maintained in TK20 to ensure the candidate has a variety of opportunities in regard to diversity.

Shawnee State University has a unique service learning project required for every teacher education major student. The project allows students to interact with people from different backgrounds in a meaningful way. The Children's Learning Center is an on-site school used for early childhood program's field experiences. The unit places 75 percent of their field experience candidates at the Portsmouth City Schools, the area's most diverse setting. The Portsmouth City Schools have the most diverse population of the schools utilized for student teaching. All student teachers are required to complete either a service learning project or a practicum in these schools. It is not possible for all student teachers to be placed in this school for their clinical experience and the diversity of the other schools utilized are not as diverse. The unit has four candidates who completed their student teaching in China in the last year.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

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Overall Assessment of Standard

Shawnee State University has created and maintained strong relationships with a variety of schools and other service learning entities in order to provide candidates with diverse opportunities available in the area. The culminating clinical experience and experience prior to this are well documented and structured. Candidates' scores on the Praxis I and II are evidence of the University's commitment to providing candidates with the knowledge, skills and professional dispositions to help all students learn.

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed “target” or “acceptable.” However, strengths should clearly indicate outstanding practice.]

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Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number & Text	AFI Rationale

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale

New AFIs

AFI Number & Text	AFI Rationale

Recommendation for Standard 3

Initial Teacher Preparation	Met <input type="button" value="v"/>
Advanced Preparation	Not Applicable <input type="button" value="v"/>

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

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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.

Information reported in the Institutional Report for Standard 4 was validated in the exhibits

and interviews. (If not, provide an explanation.)

Yes

No

jn

jn

If your answer is "No" to above question, provide an explanation.

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

Design, Implementation, and Evaluation of Curriculum and Experiences – Initial Teacher Preparation	Acceptable ▼
Design, Implementation, and Evaluation of Curriculum and Experiences – Advanced Preparation	Not Applicable ▼

Summary of Findings for Initial Teacher Preparation:

Two areas of diversity are addressed in the Conceptual Framework. Domain II encourages candidates to recognize that students learn differently and that instruction should be adapted to accommodate these differences. Domain IV addresses the need for candidates to use a variety of teaching and assessment strategies to assist the learner.

Candidates are provided opportunities to gain knowledge and field experience with students of exceptionalities and varied socioeconomic backgrounds in a variety of course work. All potential candidates are required to take EDIS2250 which addresses the laws, rights and responsibilities, parental involvement, and differentiated instruction requirements for students with exceptionalities.

All candidates are also required to take Multicultural Service Learning Experience (EDUC2245 and EDUC2248). EDUC2248 was initiated this past year to provide students with opportunities to apply what they have learned by serving in the local community. The field experience component of this course requires 16 hours of service learning in community centers, soup kitchens, homeless shelters, Center for International Programs and Activities, schools and agencies. Candidates interviewed shared a variety of experiences such as tutoring students in the CAPE (Center for Alternative and Progressive Education) program which deals with children needing an alternative learning setting and who are usually court ordered into the program. Some candidates described how this experience changed preconceptions regarding the types of people who end up in homeless shelters. Other facilities visited include MRDD (Mentally Retarded and Developmentally Disabled) schools, group homes for adults, preschool intervention facilities, adults with disabilities, and special education classes. Several candidates said the experience would help them be more compassionate, patient, and empathetic toward future students in their classrooms. Four candidates volunteered at a local afterschool program. This program consists of over 50 percent African American students ranging from ages four through 15.

Candidates are evaluated in a variety of ways to ensure they demonstrate awareness of different learning styles and differentiate instruction for all students including exceptional and gifted students. Candidates demonstrate the ability to connect lessons, instructions and service to student experiences and culture. This is also demonstrated by a candidate's ability to design manipulatives and instructions that are tailored to specific learning needs of students with exceptionalities. Students are evaluated by

observations, oral presentations, curriculum mapping, professional portfolios, tests, written reports, and lesson design.

Candidates are encouraged to communicate and demonstrate sensitivities to diverse students. This includes observations, class discussions, action research project, written reports, reflections and feedback submitted through the TK20 system.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

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4b. Experiences Working with Diverse Faculty

Experiences Working with Diverse Faculty – Initial Teacher Preparation	Acceptable ▼
Experiences Working with Diverse Faculty – Advanced Preparation	Not Applicable ▼

Summary of Findings for Initial Teacher Preparation

According to the IR, non-white faculty members in the unit have increased since 2006 from five percent to the current 20 percent. Out of ten education faculty members, two are of Asian descent and eight are white. Males make up 30 percent of the unit faaculty, 50 percent have urban school experience and 30 percent of the faculty has international educational experience.

The total 148 faculty members in the university includes one percent American Indian/Alaskan Native, three percent Asian, one percent Black, one percent Hispanic, 91 percent White, and two percent Other. Over the last three years, faculty have been hired from China, Taiwan, Jordan, and Canada. The Center for International Programs, CIPA, provides opportunities for a student teaching experience in China in a site based Chinese sister institution. Although the unit faculty represents minimal diversity, the required courses (EDUC2245 and EDUC2248) are currently taught by a minority faculty member, which ensures candidates interact with faculty from at least two ethnic/racial groups.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

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4c. Experiences Working with Diverse Candidates

Experiences Working with Diverse Candidates – Initial Teacher Preparation	Acceptable ▼
Experiences Working with Diverse Candidates – Advanced Preparation	Not Applicable ▼

Summary of Findings for Initial Teacher Preparation:

The economically disadvantaged Appalachian population of the surrounding areas is both the service area and the focus of the institution's mission. Interviews with faculty and staff also confirmed this focus. Socioeconomic status and exceptionalities are considered the two main areas of diversity. In addition, the institution offers a one thousand dollar scholarship for qualified minority students.

The candidate population consists of approximately one percent American Indian/Alaskan Native, less than one percent Asian, three percent Black, less than one percent Hispanic, less than six percent classified as Unknown, and 88 percent White. Seventy percent are women. By comparison, the geographical area surrounding the school is composed of less than one percent American Indian/Alaskan Native, less than one percent Asian, approximately two percent Black, one percent Hispanic, 96 percent White, and less than one percent American Indian/Alaskan Native, Hawaiian/Pacific Islander, and Unknown. About one quarter of the candidates are non-traditional students. The enrollment of minority students in the program has risen from two percent at the time of the last accreditation visit in 2001 to the current population of five percent. An interview with the person in charge of the International Program confirmed the current international student population included six students from Spain, three students from Morocco, and one student from Germany. Data also indicate there are students enrolled in other disciplines from Bulgaria, Kenya, Georgia, Russia, Azerbaijan, Nigeria, Morocco, Indonesia, Panama, Spain, South Korea, Japan, Taiwan, China, and Brazil. Interviews with candidates and faculty members verify candidates can choose to be paired with an international student as part of service learning.

According to the IR, "Faculty and staff have attended trainings and professional development workshops focused on minority recruitment and retention. Staff members represent the department at minority recruitment events as well as other events with high school students and community colleges. Advising relationships with minority candidates have been intensified to attempt to counter some of the problem areas that have been identified with retaining minority candidates."

The IR indicated there is a retention problem concerning minority students due to standardized test scores and student comfort level on campus. AHANA, a club devoted to African, Hispanic, Asia/Pacific, and Native Americans, is available to provide support for minorities. Interviews, however, with faculty and staff showed no evidence of a minority recruitment plan. There was no evidence found to support the statement made in the IR. There is no evidence to indicate that candidates have opportunities to work together on committees and education projects related to education and the content areas with diverse candidates.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

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

Experiences Working with Diverse Students in P-12 Schools – Initial Teacher Preparation	Acceptable ▼
Experiences Working with Diverse Students in P-12 Schools – Advanced Preparation	Not Applicable ▼

Summary of Findings for Initial Teacher Preparation:

Evidence from data and interviews with candidates, cooperating teachers, principals, and faculty members indicated that seventy percent or more candidates were provided multiple opportunities to work with a diverse student population (consisting of males and females from different socioeconomic groups, racial/ethnic groups, and exceptionalities) during their field experiences.

Four candidates recently completed their student teaching in English-speaking Chinese high schools. All candidates have at least one field-based experience in an urban school or a school identified as having different ethnic groups, ELN, exceptional students and diverse socioeconomic backgrounds. All candidates complete Diversity Field Experiences (EDUC2248), Multicultural Education (EDUC2245), and Exceptional Learning Need (EDIS2250). These courses allow candidates to have experiences with different ages, socioeconomic backgrounds, exceptionalities, and racial/ethnic groups. In addition, the 20 hours of required service learning exposes candidates to schools, centers, and agencies that service these students.

Also, in Introduction to the Teaching Profession and Diversity Field Experience (EDUC2248), students must complete planned, structured observations and service learning projects. Due to the very homogenous population, the unit has limited ability to provide candidates with experiences with at least two ethnic/racial groups.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

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Overall Assessment of Standard

The unit has been very intentional in designing, implementing and evaluating curriculum and providing experiences for candidates to acquire and demonstrate knowledge, skills and dispositions necessary to help all students learn. The unit provided clear evidence of candidates working with diverse populations and faculty, however, it was not evident that candidates had an opportunity to work with diverse candidates and students at Shawnee State University.

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed “target” or “acceptable.” However, strengths should clearly indicate outstanding practice.]

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Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number & Text	AFI Rationale
2. Candidates have insufficient experiences with P-12 students with ethnic, racial and limited English diversity.	The Unit uses area schools effectively, but the lack of diversity within the P-12 schools, does not provide candidates with an opportunity to demonstrate that they can teach all students. Candidates do work with students of varied abilities, socioeconomic status, exceptionality, and location (small town, rural) but not race, ethnicity, and limited English speakers.

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale

1. Efforts to recruit and retain a diverse candidate population have not been successful.	While the unit has a diversity recruitment and retention plan, efforts are somewhat limited and it has met with little success. Staffing responsibilities and funding implementation of an improved recruitment plan have not been determined.
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New AFIs

AFI Number & Text	AFI Rationale
1. Unit activities for candidates do not encourage or support the involvement of candidates from diverse populations.	1. It was not evidenced that all candidates had educational experiences with other candidates, both male and female, socioeconomic, and ethnic/racial groups.

Recommendation for Standard 4

Initial Teacher Preparation	Met
Advanced Preparation	Not Applicable

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

Standard 5: Faculty Qualifications, 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.

Information reported in the Institutional Report for Standard 5 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes No
 jn jn

If your answer is "No" to above question, provide an explanation.

5a. Qualified Faculty

Qualified Faculty – Initial Teacher Preparation	Acceptable
Qualified Faculty – Advanced Preparation	Not Applicable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced

Preparation):

The faculty participating in initial teacher preparation have earned doctorates or exceptional expertise that qualifies them for their assignments. School faculty do not all hold a doctorate, however all have licensure in the fields in which they teach and supervise candidates. Clinical faculty from post secondary education have contemporary professional experiences in school settings at the levels that they supervise.

Based on a review of vitae and follow-up interviews, it is apparent faculty have expertise in their assigned areas as well as recognized experiences in professional and clinical settings. Most clinical faculty (post secondary and school faculty) are licensed in the fields that they supervise or are well documented for their competence in their field.

Faculty members, including part-time and adjunct, demonstrate relevant and contemporary experience in the field to which they are assigned as well as knowledge of the content in their areas.

Based on the information contained in the unit's database of school faculty, all school faculty have licenses and at least two year's teaching experience. The faculty also bring international perspectives to the education programs and a full range of teaching/administrative experiences across all grade levels and subject areas. Field/clinical school based faculty experience ranges from two to 33 years of service in the field. Many (76%) have more than five years of teaching experience and many are either certified in multiple areas or are Pathwise Mentors.

5b. Modeling Best Professional Practices in Teaching

Modeling Best Professional Practices in Teaching – Initial Teacher Preparation	Acceptable ▼
Modeling Best Professional Practices in Teaching – Advanced Preparation	Not Applicable ▼

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

The Department of Education faculty have a solid understanding of the content they teach. Faculty instruction helps candidates develop the proficiencies outlined in professional, state, and institutional standards. These standards assist in guiding candidates in the application of research, theories, and current developments in their fields and in teaching. Professional education faculty value candidates' learning and assess candidate performance. Professional dispositions, critical thinking and reflection are demonstrated throughout the candidate portfolio process. Syllabi and portfolio artifacts clearly demonstrate best practices in teaching. Early childhood and middle school faculty use a variety of instructional strategies that reflect an understanding of different learning styles. They integrate diversity and technology throughout their teaching. Although not always stated in a systematic format, it is clear faculty assess (e.g., aggregated data from Student Teaching Evaluations, Field/Clinical Experience Performance Assessment and Student Rating of Instruction forms) their own effectiveness as teachers, including the positive effects they have on candidates' learning and performance.

Faculty have aligned course syllabi with the domains of the conceptual framework as well as state and professional standards. Assignments and assessments used by faculty engage the candidates in the development of general studies, knowledge in discipline areas, learning processes, classroom environment and instructional strategies.

Syllabi show the integration of diversity and technology throughout the programs of professional study. Computer usage is required in all courses in the writing of lesson plans, interdisciplinary unit plans, papers and all other written work submitted for evaluation.

Instruction in any one class may include a presentation, a hands-on project (group), and a follow-up activity. Candidates work in teams either in class or out of class to explore concepts or cases and engage in discussion and debate based on their perspectives. Writing to learn strategies are incorporated and modeled to help reinforce learning and to build the skill in written communication necessary for educators to be successful. Journaling is used by many of the faculty to help get candidates into the habit of reflection on their daily activities and their professional activities if they are in a field experience setting.

Faculty use admit/exit slips in their classes, peer teaching, student presentations, webquests, wikis, and blogs. For example, faculty who teach in the multicultural education course and the diversity field experience block uses the 5E strategy which gets candidates to Engage, Explore, Explain, Elaborate, and Evaluate. In methods courses, candidates are exposed to manipulative, tools and technology of the fields, as indicated by review of syllabi and student interviews.

5c. Modeling Best Professional Practices in Scholarship

Modeling Best Professional Practices in Scholarship – Initial Teacher Preparation	Acceptable
Modeling Best Professional Practices in Scholarship – Advanced Preparation	Not Applicable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

Most teacher education faculty demonstrate scholarly work in their fields of specialization. They are engaged in different types of scholarly work, based in part on the mission of the institution.

Scholarship is modeled by faculty as defined in the collective bargaining agreement and provides extensive service to the department, college, university, and profession. As provided by an electronic table and review of vitae, in 2007-2008 ninety percent (90%) of the education department faculty made presentations at regional, state, or national conferences and one hundred percent (100%) made local presentations related to teaching and learning. Twenty percent (20%) submitted articles for publication review and ten percent (10%) published a chapter in a book. At least fifty percent (50%) of faculty engaged in research projects related to teaching and learning or their specific licensure program area. One hundred percent (100%) of the faculty engaged in course and program development work in response to the semester conversion and program revisions. One hundred percent (100%) of faculty belong to professional associations related to their teaching areas. Ten percent (10%) of the faculty earned an additional master's degree to further develop skills necessary for improved on-line and distance education. Forty percent (40%) of the department have successfully written grants in the areas of technology, assessment, and special needs education.

Faculty engage candidates in an analysis of student work from their field experience lessons. Action research is embedded in all teacher preparation programs and engages candidates in the process of reflection, critical thinking, and informed decision making. Anecdotal evidence (student interviews) indicates best practices in scholarship are modeled throughout the program.

5d. Modeling Best Professional Practices in Service

Modeling Best Professional Practices in Service – Initial Teacher Preparation

Acceptable

Modeling Best Professional Practices in Service – Advanced Preparation

Not Applicable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

Most professional education faculty provide service to the college or university, school, and broader communities in ways that are consistent with the institution and unit's mission. They collaborate with the professional world of practice in P-12 schools and with faculty in other college or university units to improve teaching, candidate learning, and the preparation of educators. They are actively involved in professional associations. They provide education related services at the local, state, national, or international levels.

All faculty in the department engage in service to the department, university and the education community. Faculty serve on search committees, departmental program committees, university governance committees, union committees, curriculum committees, Accreditation committees (AQUIP) and writing teams, strategic planning committees and work groups. At the state and national levels, faculty serve on advisory boards, councils, state department work groups, Ohio Board of Regents transfer assurance guide review boards, and Ohio Board of Regents transfer assurance guide development teams.

Faculty provide direct service to P-12 schools through a variety of involvements. One faculty member is a literacy coach with a district who spends one day a week observing teachers in their classrooms, looking for instructional strategies to facilitate effective literacy development. Based on her observations, she then develops training to meet specific needs of teachers to improve teaching and the test scores of students on state proficiency exams. Another faculty member served multiple districts as a trainer in the Reading First program. She trained teacher leaders in effective literacy strategies and they, in turn, returned to their buildings to provide support for their colleagues. Other faculty serve as external evaluators for federal grant programs for schools ensuring that grant requirements are being met in accordance with policies and directives.

Faculty also are involved in schools by serving on various governance or advisory bodies such as development boards or continuous improvement committees. The department chair of the unit is the higher education representative to the state's Regional Advisory Council, which assists with the identification of professional development needs. Faculty are engaged in a wide range of service activities that include editorships, reviewers for professional journals, presidents and board members of national associations, presidents and board members of state associations, as well as a full range of department, college and university committees. As part of the process of improving learning, faculty are engaged in partnerships with schools and agencies across the state which go beyond traditional workshops.

Based on a review of vitae and the table provided, one hundred percent of faculty are engaged in some type of service.

5e. Unit Evaluation of Professional Education Faculty Performance

Unit Evaluation of Professional Education Faculty Performance – Initial Teacher

Acceptable

Preparation	
Unit Evaluation of Professional Education Faculty Performance – Advanced Preparation	Not Applicable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

All faculty in the unit, full- and part-time, are evaluated by the unit, and by the candidates in each course that they teach; however, they are evaluated at different times as identified by employment status.

During the 2007-2008 student evaluation of faculty, ninety-six percent (96%) either met or exceeded expectations for annual evaluations. Less than four percent needed improvement. During the annual review, the administrator and the faculty member collaborate on determining the goals and potential areas for improvement for teaching, scholarship and service. Faculty reflect upon their self-established teaching goals each year. A key document for review is the evaluation of instruction, which is submitted to the school/department head as part of the appraisal process. Tenured faculty members submit the documentation annually and are formally evaluated on a three-year basis. Untenured faculty submit documentation annually and are formally evaluated on a yearly basis.

5f. Unit Facilitation of Professional Development

Unit Facilitation of Professional Development – Initial Teacher Preparation	Acceptable
Unit Facilitation of Professional Development – Advanced Preparation	Not Applicable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

The unit list a total of 17 faculty members in Table II. The unit provided evidence each faculty member had earned doctorates or exceptional expertise that qualified them for their assignment. Unit administrators familiarize each faculty member with the performance standards and provide an environment conducive to the achievement of expected performance at the time of annual evaluations. During faculty evaluations, expectations are listed for professional development in specific areas and, if necessary, a plan of improvement is developed. The recommendations are made in accordance with the expectations set forth in the faculty handbook.

Faculty also have a limited amount of support from the department budget for professional development. With usually between \$250 and 300 dollars allotted for each faculty member, this money most often supports attendance at a local or state conference or partial registration at a national conference. The professional development is not directly tied to needs identified in faculty evaluations.

Faculty (adjunct/part-time, tenured and non-tenured faculty, as well as graduate teaching assistants) regularly participate in professional development activities both on and off campus.

Overall Assessment of Standard

Faculty in the Department of Teacher Education are qualified for their assignments based on their academic preparation and P-12 teaching experience. School faculty who mentor education candidates are qualified based on licensure in the area of supervision and years of teaching experience. Faculty are highly regarded as teachers by their candidates; engage in a range of scholarly activities including publishing, presenting, obtaining grants, and contributing to the profession; and provide leadership and

service at the local, state, and national levels. They are evaluated annually by the division and take recommendations seriously to improve their teaching performance. To support their work, the college provides funding for professional activities and professional development in critical areas such as the use and purchase of technology for teaching and learning. This commitment is evident in the numerous presentations and scholarly projects generated by the unit faculty.

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed “target” or “acceptable.” However, strengths should clearly indicate outstanding practice.]

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Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number & Text	AFI Rationale

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale

New AFIs:

AFI Number & Text	AFI Rationale

Recommendation for Standard 5

Initial Teacher Preparation	Met <input type="button" value="v"/>
Advanced Preparation	Not Applicable <input type="button" value="v"/>

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

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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.

Information reported in the Institutional Report for Standard 6 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes
jn

No
jn

If your answer is "No" to above question, provide an explanation.

6a. Unit Leadership and Authority

Unit Leadership and Authority – Initial Teacher Preparation	Acceptable ▼
Unit Leadership and Authority – Advanced Preparation	Not Applicable ▼

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

The unit has the leadership and authority to plan, deliver, and operate coherent programs of study. The unit effectively manages or coordinates all programs so that candidates are prepared to meet standards. 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 unit ensures that candidates have access to student services such as advising and counseling. Faculty involved in the preparation of educators, P-12 candidates, and other members of the professional community participate in program design, implementation, and evaluation of the unit and its programs. The unit provides a mechanism and facilitates collaboration between unit faculty and faculty in other units of the institution involved in the preparation of professional educators. However, a need for greater collaboration has been voiced through student teaching evaluations and interviews with Arts and Sciences and the Department of Teacher Education faculty.

The job description for a department chair is presented in the negotiated agreement between the university and the Shawnee Education Association (Article 16-1). The department chair reports to the Dean of the College of Arts and Sciences. The current dean was appointed in 2006. Prior to his appointment, the Dean served as the Chair for the Department of English and Humanities. Within the Department of Teacher Education, the Office of Preprofessional Services manages all student and licensure services. The Office's director joined the department in 1997. The Office maintains all candidate records both paper and electronic, arranges all field and clinical experience placements and coordinates the supervision.

The faculty and the department chair manages the TK20 integrated student information and assessment system; manages the department website; prepares all handbooks and publication materials, manages the minority recruitment fairs and events which require departmental representation rather than Admissions officers, state and federal Title II and Teacher Quality reporting, and program admission reviews. The current Coordinator of Field and Clinical Experiences manages all the field and clinical placements, supervision coordination, and admission and retention reviews for student teaching and Level 2 admission. The Preprofessional Services Representative manages the TK20 system, manages the

website, prepares data reports from the system, and reviews candidates for Level 1 admission to the department.

6b. Unit Budget

Unit Budget – Initial Teacher Preparation	Acceptable
Unit Budget – Advanced Preparation	Not Applicable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

The unit receives sufficient budgetary allocations at least proportional to other units on campus with clinical components or similar units at other campuses to provide programs that prepare candidates to meet standards. The budget adequately supports on-campus and clinical work essential for preparation of professional educators.

Faculty members in the unit have at least three sources of possible funding for travel and professional development. Each department is allocated funding for travel and/or equivalent to approximately \$1000 per faculty member in its original budget. Generally, only a portion of the \$1000 is used for straight professional development. In addition to this, principal investigators receive thirty percent (30%) of the overhead money returned to the college and the department receives another thirty percent (30%). Finally, colleges can compete for some of the overhead money, fifty-five percent (55% of the total) which is kept by the central administration.

6c. Personnel

Personnel – Initial Teacher Preparation	Acceptable
Personnel – Advanced Preparation	Not Applicable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

Workload policies at the university are negotiated and included in the Collective Bargaining Agreement between the university and the union. Article IX of the agreement addresses Workload and Course Load Responsibilities. As of fall 2007, Shawnee State converted to a semester calendar. Prior to that the university operated on a quarter calendar. Workload for full-time faculty is 12 semester hours of teaching and supervision per semester. In addition to teaching and supervision, faculty are required to maintain an advising load of 30 students and maintain four office hours per week. According to the SEA-SSU agreement faculty are expected to teach and engage in service and/or scholarship. Student teaching supervision is part of faculty workload and is added into the total hours of teaching and supervision. A 24 semester hour teaching and supervision load is expected for the academic year.

According to faculty interviews and tables provided by the Department of Teacher Education, a faculty member may choose to accept overload for teaching and/or supervision beyond the yearly twenty four (24) hour load.

The nature of the course and if the course has a field experience requirement are two considerations for enrollment cap limitations. The Introduction to the Teaching Profession course has a cap of 24

candidates. Courses at the sophomore level are capped at 25 candidates with the exception of the Foundations practicum, which is limited to 15 candidates per section. Courses at the junior level are capped at 20 candidates with the exception of the Action Research and practicum course. It has a limit of 15 candidates per section. The senior level methods block and field experience courses are limited to 15 candidates per section. The field experience courses generate additional workload for faculty beyond the credit due to the school-based supervision expectations for the faculty. A 24 semester hour teaching and supervision load and an advising load of 30 candidates per faculty allow the opportunity for faculty to enhance and improve their courses.

A memorandum of understanding was developed by a committee of faculty and administrators to address the supervision expectation of Teacher Education faculty. The Memorandum of Understanding was signed fall 2008. Additional workload credit will be awarded for the teaching and supervision of courses that include a field experience and the workload credit for student teaching supervision is increased.

During the 2007-2008 academic year, unit full-time faculty averaged 24.75 semester hours of instruction and supervision. A total of 247.5 semester hours were taught or supervised by full-service faculty. Adjuncts and full-time/part-time faculty taught or supervised 71 semester hours averaging 5.9 hours each.

6d. Unit Facilities

Unit Facilities – Initial Teacher Preparation	Acceptable
Unit Facilities – Advanced Preparation	Not Applicable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

The department of teacher education has outstanding facilities. Facilities support the most recent developments in technology and allow faculty to model the use of technology and candidates to practice its use for instructional purposes.

The department of teacher education has an office suite and three priority schedule classrooms located in Massie Hall. All full-service faculty offices, the Office of Preprofessional Services, and the secretary are located in the main office suite. Faculty offices are generously sized with most having at least one window. Each office is equipped with a faculty desk and chair, a file cabinet, at least one guest chair, a computer, and a telephone. If the faculty needs additional furniture or equipment, the department will provide it depending upon budget availability.

The library is in close proximity to the Massie building and houses books, videos, and electronic media as well as professional journals and popular reading magazines. In addition to regular library services, the Clark Memorial Library houses the Curriculum Materials Center (CMC) for teacher education programs. In the CMC, candidates have access to computers, printers, scanners, audio/video equipment, media production equipment, manipulative, and textbook series. Professional journals and teacher resource publications are housed in the CMC. The location of the CMC in the library allows enhanced staffing and hours of operation for candidate convenience. The CMC is under the direction of a librarian and is staffed by library personnel and student employees.

6e. Unit Resources including Technology

Unit Resources including Technology – Initial Teacher Preparation

Acceptable

Unit Resources including Technology – Advanced Preparation

Not Applicable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

The library and the Office of Information Technology have, on behalf of the department of Teacher Education, aggressively and successfully secured resources to support high-quality and exemplary programs and projects to ensure that candidates meet state and national standards. The university community provides adequate resources to develop and implement the unit's assessment plan. The unit has adequate information technology resources to support faculty and candidates. However, the demand on electronic resources and laboratory space has limited the use of technology within the Massie building. Faculty and candidates have access to exemplary library, curricula, and electronic information resources that not only serve the unit, but also a broader constituency.

In addition to the office space, the department has a resource library and file room which serves as a repository for current and former textbooks, videos, and other instructional materials for faculty use. The room also provides secure storage for graduate licensure records and other records which have limited use or need limited access. Massie Hall, the home of the Department of Teacher Education, was rehabilitated in 1995 resulting in a facility that is relatively modern and comfortable. A recent initiative led by the department chairs upgraded many classroom spaces to include mounted projectors and instructor computer workstations.

The faculty also have access to a modern computer laboratory within the Massie building. However, interviews revealed that the demands for the computer laboratory have caused scheduling dilemmas for the department of teacher education. SmartBoards were recently purchased for two rooms over the summer of 2008 and will work with the existing instructor workstation and projector.

The same system that provides course registration, student account, and other institutional information is also a portal for entry into the library online. Candidates can conduct library research and access all electronic media or order hard copy materials to be available for them to pick up during regular hours. Candidates have access to Ohio-Link, which is a network of all public libraries and university libraries in the state to order materials that may not be available at the Shawnee State library. This was supported by exhibits and faculty/student interviews.

Overall Assessment of Standard

The budget allows faculty to be actively involved in scholarship, and to develop partnerships with public schools and educational organizations throughout the state. The unit has designed, established, and maintained a structure and governance system for planning, delivering, and evaluating programs that includes school practitioners as well as faculty and administrators in other units of the institution. The unit maintains an adequate number of personnel and sufficient resources to ensure that candidates meet professional, state, and institutional standards. Programs for the initial preparation of educators require work on campus, in school settings, ending with a culminating experience of student teaching. Sufficient resources, including information technology resources, are necessary to offer all of the programs at the institution that prepare educators to work in schools, including the delivery of high-quality field experiences and clinical practice.

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been

demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed “target” or “acceptable.” However, strengths should clearly indicate outstanding practice.]

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Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number & Text	AFI Rationale

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale

New AFIs

AFI Number & Text	AFI Rationale

Recommendation for Standard 6

Initial Teacher Preparation	Met <input type="button" value="v"/>
Advanced Preparation	Not Applicable <input type="button" value="v"/>

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

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IV. SOURCES OF EVIDENCE

You may either type the sources of evidence and persons interviewed in the text boxes below or upload files using the prompt at the end of the page.

Documents Reviewed