INSTITUTIONAL REPORT

MURRAY STATE UNIVERSITY
3101 Alexander Hall
Murray, KY 42071
10/25/2008-10/29/2008

Type of Visit:
Continuing visit - Initial Teacher Preparation
Continuing visit - Advanced Preparation
OVERVIEW

This section sets the context for the visit. It should clearly state the mission of the institution. It should also describe the characteristics of the unit and identify and describe any branch campuses, off-campus sites, alternate route programs, and distance learning programs for professional school personnel.

A. Institution

1. What is the institution's historical context?

Murray State University (MSU) has long recognized teacher preparation as a major institutional focus. Established in 1922 by the Kentucky General Assembly as Murray State Normal School, the institution was renamed Murray State College in 1948 and achieved university status in 1966 as Murray State University.

2. What is the institution's mission?

The university sees as its mission the preparation of graduates to function in a culturally diverse, technologically oriented society and increasingly interdependent world (see the University Strategic Plan, including vision and mission, approved by the Board of Regents in 2003).

3. What are the institution's characteristics [e.g., control and type of institution such as private, land grant, or HBI; location (e.g., urban, rural, or suburban area)]?

Murray State University is a tax-supported regional institution composed of the School of Agriculture and five academic colleges: College of Business and Public Affairs; College of Education; College of Health Sciences and Human Services; College of Humanities and Fine Arts; and College of Science, Engineering and Technology.

Seventy-four major buildings comprise Murray State University’s 232-acre main campus in Murray, Kentucky, a city of approximately 17,000 located in the Jackson Purchase, lake area of Western Kentucky. During the fall 2007 semester, Murray State’s total enrollment was 10,156 with 8,361 undergraduate and 1,795 graduate students. Three hundred ten international students representing 45 foreign countries were enrolled. Murray State University has consistently been ranked among the top Southern regional and liberal arts colleges in the U.S. News & World Report’s annual publication, America’s Best Colleges and has been listed in Kiplinger’s 100 Best Values in Public Colleges. Senior Surveys indicate that students are positive about their overall education as well as their chosen major in teacher education at Murray State. The Southern Association of Colleges and Schools (SACS) has continuously accredited Murray State since 1928.

4. (Optional) Links and key exhibits related to the institutional context could be attached here. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members can access other exhibits in the unit's electronic exhibit room.)
B. The unit

1. How many candidates are enrolled in programs preparing them to work in P-12 schools at the following levels: initial teacher preparation, advanced teacher preparation, and other school professionals?

The College of Education (COE), or Unit, is comprised of three departments: Adolescent, Career and Special Education; Early Childhood and Elementary Education; and Educational Studies, Leadership and Counseling. Each department is under the direction of a chairperson who reports to the Dean of the College. The College Administrative Council (CAC) is the primary governing body of the Unit and consists of the Dean; Assistant dean; department chairs; NCATE Coordinator; and Directors of Teacher Education Services, Kentucky Academy for Technology Education (KATE), Teacher Quality Institute (TQI), and School Services and Research. The Unit is supported by the Office of Teacher Education Services (TES), which coordinates admission to teacher education, admission to student teaching, field placements, student teaching placements, teacher certification, alternative routes to certification, and the Kentucky Teacher Internship Program (KTIP). An organizational chart for the college and job descriptions (Policy 1.0) of the administration of the Unit are available in the COE Policy Manual.

The COE is a member of the American Association of Colleges for Teacher Education (AACTE), Teacher Education Council of State Colleges and Universities (TESCU) and is accredited by the National Council for the Accreditation of Teacher Education (NCATE). Initial accreditation from NCATE was received in 1954. Over the years, Murray State University has actively pursued and maintained NCATE accreditation for its teacher preparation program.

The mission of the Unit is to build partnerships to provide leadership, service and research at regional, state, and national levels; and to create community to foster excellence in teachers and other education professionals to prepare them to make significant contributions in a diverse, global society. Five goals for the Unit have been identified to meet the mission.

Data compiled for the 2008 AACTE/NCATE annual report show that:

- 809 full-time candidates are enrolled in undergraduate teacher education degree programs;
- 102 part-time candidates are enrolled in undergraduate teacher education degree programs;
- 454 full-time candidates are enrolled in undergraduate non-education degree programs;
- 107 part-time candidates are enrolled in undergraduate non-education degree programs;
- 75 full-time candidates are enrolled in graduate education degree programs;
- 577 part-time candidates are enrolled in graduate education degree programs;
- 76 full-time candidates are enrolled in graduate non-education degree programs;
- 274 part-time candidates are enrolled in graduate non-education degree programs.

1a. (Optional) A table with these data could be attached here. A summary of what the data tell the unit about its candidates should be included in the response to B1a above.

2. Please complete the following table (Table 1) to indicate the size of the professional education faculty.
Table 1
Professional Education Faculty and Graduate Teaching Assistants

<table>
<thead>
<tr>
<th>Academic Rank</th>
<th># of Faculty who are full-time in the unit</th>
<th># of faculty who are full-time in the institution, but part-time in the unit</th>
<th># of faculty who are part-time at the institution &amp; assigned to the unit (e.g., adjunct faculty)</th>
<th># of graduate teaching assistants teaching or supervising clinical practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>See Attachment</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Associate Professors</td>
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<tr>
<td>Assistant Professors</td>
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<tr>
<td>Instructors</td>
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<tr>
<td>Lecturers</td>
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<tr>
<td>Other</td>
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<tr>
<td>Total</td>
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</tr>
</tbody>
</table>

2a. (Substitute Table 1) If the titles for academic ranks at your institution do not match the table above, a substitute table reflecting your titles could be attached here.

NCATE Table 1 (Overview B2)
See Attachments panel below.

3. What do the data in above table (Table 1) tell the unit about its faculty?
The Unit is comprised of fifty-three full time faculty, sixteen full-time in institution but part-time to the Unit, and sixty-two adjunct faculty members. Graduate Assistants are not used for teaching or clinical supervision. Further examination of Table 1 reveals:
• that the Unit has a balanced faculty with respect to rank;
• the number of part-time faculty who are full-time to the institution underscores the strong element of collaboration which exists between the College of Education and other colleges at the institution; and
• the sixty-two adjuncts utilized by the Unit’s programs are experienced practitioners who receive formal training each semester and work closely with course lead teachers.

4. Please complete the following table (Table 2) to indicate the programs offered at your institution at the initial teacher preparation level.

Table 2
Initial Teacher Preparation Programs and Their Review Status

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Award Level (e.g., Bachelor's or Master's)</th>
<th>Number of Candidates Enrolled or Admitted</th>
<th>Agency or Association Reviewing Programs (e.g., State, NAEYC, or Bd. of Regents)</th>
<th>Program Report Submitted for National Review (Yes/No)</th>
<th>State Approval Status (e.g., approved or provisional)</th>
<th>Status of National Recognition of Programs by NCATE</th>
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<tbody>
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</tbody>
</table>

See Attachment

5. What do the data in above table (Table 2) tell the unit about its initial teacher preparation programs?
The Unit offers a variety of programs to accommodate students’ interests and public schools’ needs ranging from Interdisciplinary Early Childhood Education, Elementary, Middle, and Secondary Education programs to programs in Special Education, Health and Physical Education, and Career and Technical Education. The content specializations within the Secondary Education program include the
arts and humanities, modern languages, social sciences, science, and mathematics. The number of candidates in programs varies from the largest program, elementary education, to the smallest few, science and modern language content areas in the secondary education program.

6. Please complete the following table (Table 3) to indicate the advanced programs offered at your institution for the advanced preparation of licensed teachers and other school professionals.

Table 3
Advanced Preparation Programs and Their Review Status

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Award Level (e.g., Master's or Doctorate)</th>
<th>Number of Candidates Enrolled or Admitted</th>
<th>Agency or Association Reviewing Programs (e.g., State, NAEYC, or Bd. of Regents)</th>
<th>Program Report Submitted for National Review (Yes/No)</th>
<th>State Approval Status (e.g., approved or provisional)</th>
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<tbody>
<tr>
<td>See Attachment</td>
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</table>

7. What do the data in above table (Table 3) tell the unit about its advanced programs?
A diverse range of needs in the region has dictated the development and delivery of graduate programs by the Unit. Programs in Guidance, Reading and Writing, and School Administration have the largest number of students at this time. Many graduate programs in the Unit provide courses either on-site or through distance learning technologies such as interactive television and/or web-based courses to meet the needs of the service region. Library Media and the Gifted and Talented programs are offered entirely on-line. Program centers within the Unit focus efforts and resources in areas important to education reform.

8. What programs are offered off-campus or via distance learning technologies? What alternate route programs are offered?
The Unit has extended its program to off-campus sites to provide additional educational opportunities to the region, to promote more diversity in its program and to assist the public schools in meeting critical teacher shortage needs. The Elementary Education undergraduate program has expanded to off-campus centers in Henderson, Hopkinsville, Madisonville and Paducah and the Special Education program is now offered at the Paducah and Madisonville sites. The Interdisciplinary Early Childhood Program began offering its undergraduate program at the Madisonville site in 2007.

In order to assist the public schools in meeting critical teacher and administrator shortage areas, the Unit developed an Alternative Route to Certification program. Approved by the Kentucky Education Professional Standards Board in 2001, the Alternative Route umbrella approval for all programs allows individuals to complete a preparation program with concurrent employment in a school district. The candidate must complete all requirements within a specified time frame (determined by program) and pass all required assessments for certification.

9. (Continuing Visit Only) What substantive changes have taken place in the unit since the last visit (e.g., added/dropped programs/degrees; significant increase/decrease in enrollment; major reorganization of the unit, etc.)? (These change could be compiled from those reported in Part C of the AACTE/NCATE annual reports since the last visit.)
The Unit is housed in Alexander Hall a state-of-the-art facility of approximately 100,000 square feet of space for Unit programs. Extensive resources have bee allocated to expand access to instructional
technology and the Unit has made significant strides in the instructional use of technology to promote student learning. Within the Unit, the Kentucky Academy of Technology Education (KATE) was created to impact student learning by improving the use of technology as an effective instructional tool. The International Society for Technology in Education (ISTE) selected Murray State as a National Educational Technology Standards (NETS) Distinguished Achievement Award winner in 2003.

The Teacher Quality Institute (TQI) was established to address the shortage of qualified teachers in critical areas. Closely aligned with the COE and housed in Alexander Hall, TQI incorporates outreach programs, recruitment and retention programs and scholarships to attract students--especially minority students--to teacher education programs as shown in the TQI Annual Report. It has provided one-half release time to a COE faculty member to coordinate minority student recruitment. Dual credit courses have been developed and incorporated in regional high schools to facilitate the early recruitment of prospective teachers. To improve the content knowledge of teachers, TQI has developed new content-based teacher preparation courses and laboratory experiences.

Other significant changes in the Unit include:

- **Personnel**
  - University President: Dr. Randy Dunn assumed office in 2007;
  - Interim Dean: Dr. Russ Wall appointed in 2003;
  - Dean: Dr. Russ Wall appointed in 2005;
  - Department Chair: Dr. Yancey Watkins appointed Chair of ECE in 2003;
  - Department Chair: Dr. Ginny Richerson appointed Chair of ACS in 2005;
  - Department Chair: Dr. Jo Robertson appointed Chair of ECE in 2006;
  - Faculty: Increased diversity among faculty;

- **Programs**
  - Statewide 2 + 2 agreement to facilitate the transfer of students seeking teacher education certification in elementary or special education from the community and technical colleges of Kentucky was signed in 2003;
  - International student teaching experience initiated in 2006;
  - Moderate to Severe Special Education program has been revived;
  - Guidance and Counseling program has been revised; and
  - New master’s level graduate programs for School Administration, Elementary, Middle, and Secondary School certification are currently being developed;

- **Curriculum**
  - Learning and Behavior Disorder undergraduate curriculum was modified in response to No Child Left Behind requirements; and
  - The CHAMPs program was embedded in specific courses in the undergraduate curriculum across the Unit as a result of student surveys.

10. (Optional) Links and key exhibits related to the unit context could be attached here. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members can access other exhibits in the unit's electronic exhibit room.)

<table>
<thead>
<tr>
<th>Table 2 Overview B4</th>
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<tbody>
<tr>
<td>Table 3 Overview B6</td>
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<tr>
<td>Overview B Evidence</td>
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</tbody>
</table>

See **Attachments** panel below.
CONCEPTUAL FRAMEWORK

This section provides an overview of the unit's conceptual framework(s). The overview should include a brief description of the framework(s) and its development.

1. Briefly summarize the following elements of the unit's conceptual framework:

- the vision and mission of the unit
- philosophy, purposes, goals, and institutional standards of the unit
- knowledge bases, including theories, research, the wisdom of practice, and educational policies that drive the work of the unit
- candidate proficiencies related to expected knowledge, skills, and professional dispositions, including proficiencies associated with diversity and technology, that are aligned with the expectations in professional, state, and institutional standards
- summarized description of the unit’s assessment system

The conceptual framework of the College of Education provides both direction and vision for the Unit, its programs, the faculty, and students. It communicates values for decision-making and brings cohesion to the Unit with its many partnerships. The framework also provides vision for academic planning, program revision, and program innovation. Since the 2002 NCATE/EPSB visit the conceptual framework has been revised each year.

Vision/Mission

The Mission of the Unit is to build partnerships to provide leadership, service, and research at regional, state, and national levels and to create community to foster excellence in teachers and other education professionals to prepare them to make significant contributions in a diverse, global society. To achieve this mission, the Unit has selected the theme of ‘Educator as Reflective Decision-Maker,’ as reflection is an essential ingredient for developing thoughtful, reflective, problem-solving teachers and other school personnel. John Dewey and more recent educational leaders view reflection as a process of inquiry, based on prior understanding, and where difficult and complex problems are resolved for an immediate purpose as well as being generalized to principles in order to solve future problems. Dewey's definition of reflection is often cited as ‘active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and future conclusions to which it tends...’ (1933, p. 9). According to Rogers (2002), Dewey offered the following traits as elements supporting teacher reflection – whole-heartedness, open-mindedness, and responsibleness. These traits served as the basis for revision of the COE dispositions since the last visit to focus on behaviors required of excellent educators. The revision was also initiated to facilitate assessment of the dispositions. The following dispositions reflect the values, commitments, and professional ethics that Murray State University engenders in its undergraduate candidates. The Conceptual Framework Matrix displays how the dispositions are integrated and monitored.

- Tolerant – Considers new ideas, alternative possibilities, different perspectives, and people representing a variety of differences without prejudice or bigotry.
- Responsible – Considers consequences and makes decisions in a rational and thoughtful manner for the welfare of others; acts with integrity to pursue an objective with thoroughness and consistency.
- Enthusiastic – Is eager and passionately interested in tasks that relate to beliefs about education.
- Caring – Demonstrates devotion, compassion, and regard for the welfare of others.
- Confident – Exhibits certainty about possessing the ability, judgment, and internal resources needed to
succeed as a teacher.

- Ethical – Conforms to accepted professional standards of conduct by making decisions based on standards and principles established by the education profession.

Knowledge base – theories, research, practices
The knowledge base of the conceptual framework illustrates Unit faculty perspectives regarding research, theory, philosophy, and practice. The knowledge base expresses both the diversity and cohesion of faculty perspectives. In a Unit as complex as the COE a single perspective could never adequately capture the diversity of a multifaceted profession, and conformity to a single perspective might lead to stagnation and academic constraint; therefore, the conceptual framework represents the varied ideas of a diverse faculty. Conversely, the cohesion of the conceptual framework is demonstrated by a knowledge base that describes the foundational knowledge that program faculty agree is necessary for developing thoughtful, reflective, problem-solving teachers and other school personnel. COE candidates are trained to be problem-solving professionals, and the foundational knowledge of the conceptual framework provides the basis to inform the problem solving process. The educational experience of the COE candidate is enriched by the resulting tension created by professionals struggling to identify and articulate the theories, research, and best practices to inform professional thinking, decision-making, and behavior.

The dissemination of the conceptual framework is a collaborative effort. The conceptual framework is regularly shared with candidates in all programs by attaching a copy to course syllabi. This provides an opportunity for faculty to discuss the conceptual framework and how features of the course are addressed through reflection, research, theory, philosophy, practice, and development of candidates’ dispositions. Advisors also share the conceptual framework with candidates when they are interviewed for admission to teacher education. In addition, when candidates are placed for field experiences and student teaching, the conceptual framework is shared with the Unit’s clinical partners in the informational materials and embedded in the evaluations used to guide candidate development. For the 2+2 program faculty, Arts and Sciences liaisons, and adjunct faculty orientations are held each semester to share the conceptual framework and how it is integrated into course experiences. Cooperating teachers receive the conceptual framework in the information packet sent to the school, and it is the responsibility of supervising faculty or university coordinators to review it with teachers who have invited candidates into classrooms for field and clinical experiences.

Candidate proficiencies – dispositions
The Unit is committed to diversity and to addressing the needs of all P-12 students. This is documented in candidates’ lesson plans and assessments, as well as programs, courses, and field experiences. This commitment is extended to all students, including those with differences based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area. The Unit Programs document how each program addresses diversity. The 2+2 programs at Paducah, Madisonville, Henderson, and Hopkinsville address the diversity objective specifically by creating access for candidates in diverse communities and by creating placements for candidates in more culturally diverse school settings. The 2+2 program is a major commitment by the Unit to address the needs of diverse communities in the service region.

Candidate proficiencies – technology
The Unit’s commitment to technology is demonstrated in the design and maintenance of Alexander Hall, the building that houses the COE. Each classroom in Alexander Hall is equipped with a SmartBoard, an overhead projection system, document projector, two computers, and wireless Internet access. In addition, classroom sets of laptop computers are available for faculty use, as well as two computer labs that can be scheduled by faculty for whole group instruction. Alexander Hall also provides an open lab for students to develop papers and projects. Technology training is available to faculty through the
University Center for Teaching, Learning and Technology (CTLT), where workshops are provided in Blackboard, Elluminate, and graphic and video software. Technology training is available through Kentucky Academy of Technology Education (KATE) that is housed in Alexander Hall. KATE provides regular workshops on the most innovative and advanced instructional technology applications. Through KATE, faculty may request equipment such as laptop computers and digital cameras and training to effectively use them. Furthermore, many faculty create and teach courses via interactive television, using BlackBoard, or Elluminate. The course bulletin lists courses that are taught via technology. Many faculty who teach traditional face-to-face courses also use Blackboard, Elluminate, TrackStar, e-mail, the internet, and various content specific software to enhance their courses. A Unit standing technology committee and KATE’s director provide a yearly technology plan with goals and strategic replacement for the Unit’s technology.

Candidate proficiencies – knowledge skills
The Unit’s conceptual framework provides the context for developing and assessing candidate proficiencies based on state and professional standards. The Kentucky Educational Reform Act (KERA) requires a standards-based, performance-based accountability system for all Kentucky schools. The Unit’s continuous assessment system is based on candidate accountability using the Kentucky Teacher Standards, Kentucky Interdisciplinary Early Childhood Education Teacher Standards, Interstate School Leaders Licensure Consortium Standards, Kentucky School Guidance Counselor Standards and National Association of School Psychologists Standards as presented in the assessment plans for each program.

Assessment system
The Unit’s continuous assessment plan documents program requirements with checkpoints including who collects the information and the standards and indicators for assessing that program. With respect to the assessment of Unit dispositions, three major attempts have been made to design a valid and reliable paper and pencil instrument. The data from those attempts are available in the exhibit room. In addition to the information provided by tables in the continuous assessment plan, a matrix of courses and program activities aligned with state and national standards for each program can be found in the program submissions, which have been approved by the EPSB. Alignment of state and national standards according to course objectives can be found in all course syllabi posted at the COE website.

References:

1a. (Optional) Links to key exhibits related to the conceptual framework could be attached here. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

See Attachments panel below.

2. (Continuing Visits Only) What changes have been made to the conceptual framework since the previous visit?
In the 2004-2005 academic year, a significant revision was made to change the candidate dispositions to
clarify their meaning and to facilitate evaluation. In 2007, a disposition was added to address the development of candidates in advanced programs – the disposition of leadership, defined by faculty as ethical change agent. With the development of a new master’s degree program for advanced teacher candidates, the faculty selected the work of Linda Lambert (2003) to guide program design and evaluation. Lambert’s approach connects leadership to improved schools and student learning. In 2008, a reference and a citation of Lambert’s book were added as the most recent change to the COE Conceptual Framework. A linked document traces the changes the COE Conceptual Framework has undergone since the 2002 visit.

The monitoring of Unit dispositions is threaded throughout programs in coursework, assessments, and field experiences. Conceptual Framework Matrices display how the dispositions are integrated and monitored. Regular evaluation of the conceptual framework is mandated by COE policy. Following COE policy, revisions are made to the conceptual framework each year reflecting faculty feedback in an effort to shape the framework to a closer representation of the faculty’s vision for the Unit. Revisions are approved by the College Administrative Council (CAC) and then by the entire Unit at yearly COE retreats, e.g., 2007 and 2008.

3. (First Visits Only) How was the conceptual framework developed and who was involved in its development?

STANDARDS

This section is the focus of the institutional report. A description of how the unit meets each standard element must be presented. Significant differences among programs should be described as the response is written for each element under subheadings of initial teacher preparation, advanced teacher preparation, and other school professionals. Links to key exhibits to support the descriptions may be included in the text for each standard.

STANDARD 1: CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical content knowledge, 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. What content knowledge tests are used for the purpose of state licensure and/or program completion? If the state has a licensure test for content, what is the overall pass rate? What programs do not have an 80% or above pass rate?

Candidates in initial programs demonstrate academic proficiency and subject area knowledge by successful completion of admission to teacher education requirements, admission to student teaching requirements, confirmation of a bachelor’s degree, and by meeting all requirements for Kentucky certification at program exit.

For admission to the university, an ACT of 18 or better is required; for admission to teacher education, a General Academic Proficiency (GAP) score is required, with the following tests most commonly used
by candidates to meet the GAP requirement: ACT (composite of 21) and PPST (Math-173, Writing-172, and Reading-173). The average ACT scores for candidates admitted to teacher education by major are linked here. Candidates must also complete a minimum of 24 credit hours with a minimum 2.45 GPA and earn specific grades in core classes (C or better in most cases). At admission, candidates must also have a 2.45 overall GPA. The average GPA scores for candidates admitted to teacher education by major are linked here.

All undergraduate Murray State University (MSU) candidates must complete a required program of university studies courses. Bachelor of Arts students are required to take 46-49 credit hours of university studies, and Bachelor of Science students are required to take 43-48 credit hours. These courses serve as a foundation for the concentrated study in a content area that candidates must take to earn majors, minors, and areas of academic emphasis. A GPA for the major is calculated for secondary and middle school majors with a minimum requirement of 2.45.

Candidates must demonstrate proficiency of content knowledge through the successful completion of a content area, major, field, academic emphasis, or a specialized course of study for students with specialized needs, such as early childhood or learning and behavior disorders. A table indicates the courses required for each major, specialization, or area of study. As testament to candidate proficiency in the attainment of content knowledge in the 2006-2007 academic year, 95% of Unit candidates passed the Praxis II exams displayed on the next page. A linked spreadsheet presents the pass rates for each program since 2002-2003.

2. Please complete the following table (Table 4) to indicate pass rates on content licensure tests program by program and across all programs (i.e., overall pass rate). (This information could be compiled from Title II data submitted to the state or program reports prepared for national review.)

<table>
<thead>
<tr>
<th>Programs</th>
<th># of Test Takers</th>
<th>% Passing at State Cut Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Pass Rate for the Unit (across all initial teacher preparation programs)</td>
<td>See Attachment</td>
<td></td>
</tr>
</tbody>
</table>

3. What do the data in the above table (Table 4) tell the unit about the content knowledge of initial teacher candidates?

   Based on evidence of Praxis II Specialty Exam pass rates, ACT and GPA data, and coursework, initial candidates are well prepared to teach in a certified content area.

4. What data from other key assessments indicate that candidates in initial teacher preparation programs demonstrate the content knowledge delineated in professional, state, and institutional standards? (Institutions that have submitted programs for national review or a similar state review are required to respond to this question only for programs not reviewed.)

   In addition to course work and standardized test data, surveys are conducted each semester to evaluate initial teacher program quality. The EPSB administers a survey to student teachers and supervising teachers at the end of student teaching, and during the first year of teaching in Kentucky, interns and
resource teachers are surveyed. The Unit also administers a survey of student teachers. The results for teacher content knowledge from each survey are displayed in the attached table.

In addition to collecting program standards to assure quality, a number of MSU programs are independently accredited through national professional organizations. For example, the National Association of Schools of Music (NASM) has accredited the undergraduate and graduate music programs. The National Association of Schools of Art and Design (NASAD) has accredited the art program. The American Speech-Language-Hearing Association (ASHA) has accredited the Speech and Language Disorder program. The American Chemical Society (ACS) has accredited the undergraduate chemistry program. See a complete list of nationally accredited undergraduate MSU programs in the Murray State University Undergraduate Bulletin.

4a. (Optional) One or more tables of key assessment data related to content knowledge of initial teacher candidates could be attached here. What the data tell the unit about content knowledge should be discussed in the response to 1a4 above.

Optional Table for 1a4

See Attachments panel below.

5. What data from key assessments indicate that advanced teaching candidates demonstrate an in-depth knowledge of the content knowledge delineated in professional, state, and institutional standards? (Institutions that have submitted advanced teaching programs for national review or a similar state review are required to respond to this question only for programs not reviewed.)

For advanced teacher programs, all candidates pursuing advanced or continuing teacher certification must meet MSU and program standards to be admitted to graduate programs. Programs vary based on certification and professional dispositions requirements, but all advanced candidates must have completed a baccalaureate degree from a regionally accredited college or university. Candidates must have a GPA of 3.0 at completion of 9 hours of graduate credit; candidates sign an Application to Candidacy form with an advisor to verify a minimum 3.0 graduate GPA. The average GPA for advanced candidates by major is linked. Candidates working toward a master’s degree in a continuing certification program, in many cases, must have a Kentucky Statement of Eligibility or a Kentucky Provisional Certificate.

To extend and enhance content knowledge and skills, the MA/MS, MAT (Master of Arts in Teaching), 5th Year, Rank I/Ed.S. programs require significant credit hours (12 hours in most programs) of specialization in a teaching field or area of certification. This is accomplished by taking classes from departments representing certified content – math courses for math teachers, English courses for English teachers, and history courses for social studies teachers. Graduate candidates must maintain a 3.0 cumulative GPA in order to complete programs, endorsements, rank changes, and degrees.

In some advanced programs (agriculture, elementary, middle, music, secondary) candidates take comprehensive exams to demonstrate content knowledge and other knowledge from four core courses related to research, motivation and learning theory, educational history, and curriculum. Other advanced programs (special education, reading, IECE, library media) require a portfolio to demonstrate content and professional skills. Programs also require practicum (IECE) or competency assignments in courses (Elementary, Middle, Secondary, IECE, library media) to measure content knowledge. Often course competency assignments are used to determine the middle checkpoint of candidates’ progress in programs. See linked graphs of aggregated data from course competency assignments.
5a. (Optional) One or more tables of key assessment data related to content knowledge of advanced teacher candidates could be attached here. What the data tell the unit about content knowledge should be discussed in the response to 1a5 above.

6. What do follow-up studies of graduates and employers indicate about graduates' preparation in the content area? If survey data are being reported, what was the response rate?

A follow-up survey (see attachment) of recent graduates and their employers indicates that candidates are well prepared to teach the content of their certification area.

7. A table summarizing the results of follow-up studies related to content knowledge could be attached here.

Optional Table for 1a6

See Attachments panel below.

8. (Optional) Links to key exhibits related to the content knowledge of teacher candidates could be attached here. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

Table 4 Standard 1a2

Evidence for Standard 1a

See Attachments panel below.

1b. Pedagogical Content Knowledge and Skills for Teacher Candidates

Note: In this section, institutions must address both (1) initial teacher preparation programs at the undergraduate and graduate levels and (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.

1. What data from key assessments indicate that candidates in initial teacher preparation programs demonstrate the pedagogical content knowledge and skills delineated in professional, state, and institutional standards? (Institutions that have submitted programs for national review or a similar state review are required to respond to this question only for programs not reviewed.)

The Principles of Learning and Teaching (PLT) exam evaluates pedagogical content knowledge and is required of most education majors in Kentucky, who must score 161 or higher to pass the exam. The PLT pass rate for initial candidates at three levels and all majors from 2002 to 2007 was 95% or higher, demonstrating that initial candidates have an understanding of the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards. A table of PLT scores displays the pass rates by program for testing years 2002 to 2007.

Methods courses provide initial candidates opportunities to develop and implement lesson plans. Even before candidates are admitted to the teacher education program they are provided opportunities to learn how to facilitate student learning in meaningful ways so that all students learn. For most secondary majors, methods courses are offered in the department of the major and are taught by a content expert. For secondary chemistry, CHE 303 is strategies of teaching chemistry. For secondary English
certification, candidates take three courses taught by English professors: ENG 329, ENG 435, and ENG 445, methods courses in the teaching of English, writing, and literature, respectively. Social studies majors take HIS 361, teaching history, with an award winning history professor. Mathematics majors take MAT 550, teaching mathematics, with a mathematics professor. Modern language majors take MLA 514, methods of teaching foreign languages, with a modern language professor. Music education majors take MUS 301, general music methods, MUS 302, choral methods, and MUS 303, instrumental methods, all taught by music faculty and designed for education majors who will be teaching music in public schools. Art education candidates take both ART 341 and ART 342, which provide the fundamental methods of teaching elementary and secondary school art. For the Career and Technical Education program, each specialization includes a methods course for that area: BED 510, teaching business/marketing education; FCS 462, teaching family and consumer sciences; and TTE 554, teaching technology education.

Elementary and middle school education candidates are also prepared to use skills related to a particular content area in classes such as ELE 305, ELE 307, and REA 306, which are taught as a reading/language arts/children’s literature block, and ELE 401, for social studies, ELE 402, for science, and REA 412, a reading practicum. For middle school, each of four specializations requires a lab course with a field experience: MID 370, for English/Communications; MID 371, for mathematics; MID 372, for science; and MID 373, for social studies.

Also, during practicum experiences, cooperating teachers complete an evaluation of candidates’ ability to facilitate student learning through use of appropriate instructional strategies. In addition, the EPSB administers a survey to student teachers, cooperating teachers, interns who are in their first year of teaching in Kentucky, and the intern’s resource teacher. Data are shown below for fall 2004 through spring 2007. The Unit also administers a survey of student teachers. The results for pedagogical content knowledge are displayed in the attached table.

Student teachers are required to develop a summative electronic eligibility portfolio to demonstrate abilities in each of the Kentucky teacher or early childhood standards. These portfolios are evaluated by a university coordinator, and a second rater, who is either a COE or arts and sciences faculty member. Candidates must pass the summative portfolio to exit student teaching and be eligible for certification in Kentucky. Each semester, student teachers participate in an employer fair to share their resumes and interview with prospective employers. A survey of the recruiters in fall 2007 and spring 2008 from 35 districts shows that MSU student teachers are highly regarded and are in demand from as far away as Saint Genevieve, Missouri.

1a. (Optional) One or more tables of key assessment data related to pedagogical content knowledge and skills of initial teacher candidates could be attached here. What the data tell the unit about pedagogical content knowledge and skills should be discussed in the response to 1b1 above.

| Optional Table for 1b1 |

See Attachments panel below.

2. What data from key assessments indicate that advanced teaching candidates know and apply theories related to pedagogy and learning, including the use of a range of instructional strategies and the ability to explain the choices they make in their practice. (Institutions that have submitted advanced teaching programs for national review or a similar state review are required to respond to this question only for programs not reviewed.)
At the advanced level, elementary, mathematics, middle, music, and secondary education candidates must demonstrate competences in core courses. These competences relate to classroom behavior that will produce improved student learning. For example, in the required research course, candidates collect data to solve a school problem. In the motivation and theory course, candidates develop a case study documenting and solving a student need. In the master’s degrees in Reading and Writing, Interdisciplinary Early Childhood Education, Educational Administration, and Library Media programs, graduate students must compile an electronic portfolio as a summative assessment. Graduate candidates select portfolio artifacts that demonstrate they have in-depth understanding of pedagogy in the field as delineated through state and professional standards. Interdisciplinary Early Childhood Education graduate candidates complete a supervised practicum experience where they are observed by IECE faculty and are provided written and verbal feedback on their skills and knowledge.

2a. (Optional) One or more tables of key assessment data related to pedagogical content knowledge and skills of advanced teacher candidates could be attached here. What the data tell the unit about pedagogical content knowledge and skills should be discussed in the response to 1b2 above.

3. What data indicate that candidates can integrate technology in their teaching?

With respect to the use of instructional technology, most initial candidates are required to take CSC 199, an introduction to computer applications course, and must make at least a ‘C.’ In addition, technology is infused into methods courses and field experiences. Student teachers are observed by a university coordinator and must develop and teach one technology enhanced lesson plan. Based on supervising teacher and resource teacher ratings, student teachers demonstrate the ability to integrate technology into teaching in meaningful ways. The EPSB administers a survey to student teachers, supervising teachers, interns who are in their first year of teaching in Kentucky, and the interns’ resource teacher. Ratings according to major are reported for fall 2004 to spring 2006 to support that student teachers are able to use instructional technology to support student learning. A linked table shows ratings of student teachers by supervising teachers by major on use of technology to enhance student learning.

3a. (Optional) One or more tables of key assessment data related to candidates’ ability to integrate technology in their teaching could be attached here. What the data tell the unit about candidates’ technology skills should be discussed in the response to 1b3 above.

4. What do follow-up studies of graduates and employers indicate about graduates’ preparation in pedagogical content knowledge and skills? If survey data are being reported, what was the response rate?

A follow-up survey (see attachment) of recent graduates and their employers indicates that advanced candidates obtain additional strategies to better teach content in their area of certification.

5. A table summarizing the results of follow-up studies related to pedagogical content knowledge and skills could be attached here.

6. (Optional) Links to key exhibits related to the pedagogical content knowledge of teacher candidates could be attached here. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE
members should access most of the exhibits in the unit’s electronic exhibit room.

See Attachments panel below.

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

Note: In this section, institutions must address both (1) initial teacher preparation programs at the undergraduate and graduate levels and (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.

1. What data from key assessments indicate that candidates in initial teacher preparation programs demonstrate the professional and pedagogical knowledge and skills related to foundations of education; the ways children and adolescents develop and the relationship to learning; professional ethics, laws, and policies; the use of research in teaching; the roles and responsibilities of the professional communities; diversity of student populations, families and communities (this one may be addressed in the first element of Standard 4); and the consideration of school, family, and community contexts and the prior experiences of students? If a licensure test is required in this area, how are candidates performing on it?

Professional and pedagogical knowledge and skills are taught to teacher candidates in the general professional education courses that all education majors must take in order to complete a teacher education degree. Teacher candidates’ coursework and field experiences directly correlate with areas of pedagogical knowledge and skills according to the Kentucky Teacher Standards. These standards are threaded throughout candidates’ professional education courses to provide general knowledge about the profession of teaching (e.g., EDU 103, CTE 200, EDP 260, EDU 403, SED 300). Candidates’ pedagogical knowledge and skills are assessed throughout the teacher education program through coursework and reflection.

Candidates participate in extensive field and clinical experiences throughout the teacher preparation program to allow candidates to apply professional and pedagogical knowledge and skills. As candidates progress through the program, pedagogical skills are assessed by university faculty and cooperating teachers during practicum experiences as candidates assist teachers, tutor students, and plan and instruct students in local classrooms. These rating are linked. Upon successful completion of coursework and admission to student teaching, initial candidates implement their pedagogical knowledge and skills during a 14-week student teaching semester. Candidate efforts are evaluated using instruments aligned with Kentucky Teacher Standards. One instrument is used to record lesson observations and clinical feedback provided by the university coordinator; the other instrument is an overall evaluation of the student teacher’s performance in the classroom and school. Throughout the teacher education program, candidates reflect on their pedagogical skills and the impact on student learning as part of the KTIP-TPA lesson plan format. Artifacts and reflections developed during the teacher education program are collected in a LiveText portfolio. The portfolio is begun in the introduction to education course, developed throughout the teacher preparation program, and completed and submitted for evaluation during the student teaching semester. The final review of the candidate’s mastery of teacher standards is conducted when a university coordinator and second reader, usually a university faculty member, score the portfolio at the end of the student teaching semester.

In addition, the EPSB administers a survey to student teachers, cooperating teachers, interns who are in their first year of teaching in Kentucky, and the intern’s resource teacher. Data are shown below for fall
2004 to spring 2007. The Unit also administers a survey of student teachers. The results for professional pedagogical knowledge are displayed in the attached table.

1a. (Optional) One or more tables of key assessment data related to professional and pedagogical knowledge and skills of initial teacher candidates could be attached here. What the data tell the unit about professional and pedagogical knowledge and skills should be discussed in the response to 1c1 above.

<table>
<thead>
<tr>
<th>Optional Table for 1c1</th>
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</table>

See Attachments panel below.

2. What data from key assessments indicate that advanced teaching candidates demonstrate the professional and pedagogical knowledge and skills such as those delineated in the core propositions of the National Board for Professional Teaching Standards?

Advanced candidates demonstrate increased professional and pedagogical knowledge and skills through successful completion of coursework and through exit assessments – comprehensive examinations, master’s thesis, or portfolio. Course competency assignments are collected in core courses and the data course embedded assignments are used to make candidate and program decisions. The following courses are included in the core of teacher professionalism according to the Unit’s Conceptual Framework: EDU 633, Curriculum Development; EDU 631, Principles of Motivation and Learning Theory in the Classroom; EDU 645, History of Education; ADM 630, Methods of Educational Research; EDU 649, Research in Education; EDU 622, Philosophy of Education; EDP 675, Advanced Educational Psychology; and others. Courses have a practitioner’s focus, with course projects and assessments that utilize teachers’ classrooms as laboratories to solve instructional problems.

The school, family, community, and social contexts are recognized by program faculty as integral to the educational success of learners. The Kentucky New Teacher Standards 6 and Experienced Teacher Standard 8 are threaded throughout programs, and these direct initial and advanced candidates to collaborate with colleagues, parents, and community agencies in order to assist student learning. Specific courses also highlight the critical relationship between school and society in, for example, EDU 403, Structures and Foundations of Education; EDU 645, History of Education; FCS 527, Parenting; and SED 602, Family-Professional Partnerships. To verify pedagogical content knowledge, advanced candidates either take comprehensive examinations at the end of programs or complete a portfolio. Portfolios are available in the exhibit room, with Reading/Writing, graduate Early Childhood, and Educational Administration in LiveText; and results of comprehensive exams are linked. From the course experiences in ADM 630, REA 639, ELE 607, SED 646, and others, candidates are able to analyze educational research and policies and can explain the implications for their own practice and for the profession.

2a. (Optional) One or more tables of key assessment data related to professional and pedagogical knowledge and skills of advanced teacher candidates could be attached here. What the data tell the unit about professional and pedagogical knowledge and skills should be discussed in the response to 1c2 above.

3. What do follow-up studies of graduates and employers indicate about graduates’ preparation related to professional and pedagogical knowledge and skills? If survey data are being reported, what was the response rate?

For advanced teacher candidates, a follow-up survey (see attachment) of recent graduates and their employers indicates that candidates are well prepared in pedagogical knowledge.
4. A table summarizing the results of follow-up studies related to professional and pedagogical knowledge and skills could be attached here.

| Optional Table for 1c3 |

See Attachments panel below.

5. (Optional) Links to key exhibits related to the professional and pedagogical knowledge and skills of teacher candidates could be attached here. (Links with descriptions must be typed into a Word document that can be uploaded here.)

| Evidence for Standard 1c |

See Attachments panel below.

1d. Student Learning for Teacher Candidates

Note: In this section, institutions must address both (1) initial teacher preparation programs at the undergraduate and graduate levels and (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.

1. What data from key assessments indicate that candidates in initial teacher preparation programs can assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and develop and implement meaningful learning experiences to help all students learn? (Institutions that have submitted programs for national review or a similar state review are required to respond to this question only for programs not reviewed.)

The Kentucky Education Reform Act (KERA) of 1990 was based on the fundamental premise that all children can learn. Years of Kentucky reform initiatives have produced curriculum documents designed to support student learning, and these documents are included in COE programs at all levels. For example, the KTIP-TPA lesson plan format includes sections at the end of the lesson to reflect on lesson events that are called ‘impact’ and ‘refinement.’ All methods courses use the KTIP-TPA lesson plan format, and candidates are required to analyze learning results to revise instruction to improve student learning. Programs sequence candidates’ development in the use of assessment to inform instruction to meet diverse student needs. This instruction begins in EDU 303, a general instructional strategies course with micro-teaching, where lesson planning is introduced. It continues through methods courses and practica that emphasize student accommodations. It is highly emphasized in EDU 405, the assessment course where candidates demonstrate a variety of assessment techniques, including pre and post testing with analysis of student results to document learning and modify instruction. During student teaching, a student study is developed to address the needs of a student identified by the student teacher as having special requirements or instructional needs. The study includes reasons for the identification, investigation of the instructional problem and an implementation plan to address the identified needs. The Unit is piloting a TPA (teacher performance assessment) portfolio for the student teaching semester to more precisely demonstrate levels of student learning and candidate analysis of assessment data. Adopted from the Renaissance Project’s teacher work product model, the transition to the TPA portfolio has taken several years, but its implementation is eagerly anticipated by faculty. Student teaching portfolios are available in LiveText through assessment reports for general candidates, early childhood candidates, and special education candidates, and a notebook containing student studies can also be found in the exhibit room.
The EPSB survey results of student teachers, supervising teachers, interns, and resource teachers for the question of student learning are shown below for fall 2004 to spring 2007. The Unit student teaching survey to rate impact on student learning is also displayed in the attached table.

1a. (Optional) One or more tables of key assessment data related to student learning for initial teacher candidates could be attached here. What the data tell the unit about student learning should be discussed in the response to 1d1 above.

Optional Table for 1d1

See Attachments panel below.

2. What data from key assessments indicate that advanced teaching candidates demonstrate a thorough understanding of the major concepts and theories related to assessing student learning and regularly apply them in their practice? (Institutions that have submitted advanced teaching programs for national review or a similar state review are required to respond to this question only for programs not reviewed.)

Advanced candidates must demonstrate proficiency in the area of student learning and through course competency assignments. For example, during EDU 691 and 692 in the gifted education program, candidates conduct a needs analysis of the school and present methods to improve the instruction of diverse students. Advanced candidates demonstrate collaboration with other professionals and parents to design strategies to support student learning in SED 602, SED 526, and REA 628. These courses use home-based and school-based data to design individualized instruction and assessments for students with special learning and behavior needs. Assignments develop teacher professionalism and hone instructional skills to better meet the needs of all learners. All advanced teacher programs emphasize practical application of assessment and learning theory to improve student achievement. Course competency assignments in a portfolio or a comprehensive exam at program exit document the competency of advanced candidates. Survey data are also collected to assure program quality.

2a. (Optional) One or more tables of key assessment data related to student learning for advanced teacher candidates could be attached here. What the data tell the unit about student learning should be discussed in the response to 1d2 above.

3. What do follow-up studies of employers and graduates indicate about graduates’ ability to help all students learn? If survey data are being reported, what was the response rate?

For advanced teacher candidates, a follow-up survey (see attachment) of recent graduates and their employers indicates that candidates are well prepared to address issues of student learning.

4. A table summarizing the results of follow-up studies related to student learning could be attached here.

Optional Table for 1d3

See Attachments panel below.

5. (Optional) Links to key exhibits related to student learning for teacher candidates could be attached here. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access
most of the exhibits in the unit's electronic exhibit room.)

| Evidence for Standard 1d |

See Attachments panel below.

1e. Knowledge and Skills for Other School Professionals

1. What content knowledge tests are used for the purpose of state licensure and/or program completion? If the state has a licensure test for content, what is the unit's overall pass rate across all programs for other school professionals? What programs do not have an 80 percent or above pass rate?

The school administration and school counseling programs require a minimum GRE of 800 (V+Q) for admission; the school psychology program requires a minimum GRE of 900 (V+Q) for admission. School professionals, as members of the school team, must also exhibit the professional knowledge and skills necessary to support student learning. School administrators, school psychologists, and school counselors must pass national exit exams and/or comprehensive exams to demonstrate proficiency in the discipline. School professionals must also demonstrate learning in course competency assignments that document knowledge and skills in an additional area of expertise from teaching. These skills are demonstrated in practicum experiences in courses that blend professional theory with student needs: GUI 622, GUI 620, and ADM 668.

2. Please complete the following table to indicate pass rates on content licensure tests for other school professionals program by program and across all programs (i.e., overall pass rate).

<table>
<thead>
<tr>
<th>Program</th>
<th># of Test Takers</th>
<th>% Passing at State Cut Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Pass Rate for the Unit (across all programs for the preparation of other school professionals)</td>
<td>See Attachment</td>
<td></td>
</tr>
</tbody>
</table>

Table 5
Pass Rates on Content Licensure Tests for Other School Professionals

For Period:

3. What do the data in the above table (Table 5) tell the unit about the content knowledge of other school professionals?

The data in table five demonstrate that other school professionals are competent in content knowledge for their new roles and responsibilities in schools. Graduate faculty have aligned course activities and content to national and state professional standards and to licensing exams to assure candidate success. All programs are above the NCATE required 80% pass rate threshold.

4. What data from other key assessments indicate that these candidates demonstrate the knowledge and skills delineated in professional, state, and institutional standards? (Institutions that have submitted programs for national review or a similar state review are required to respond to this question only for programs not reviewed.)

The linked table demonstrates that program faculty monitor the progress of other school professional candidates in meeting national standards and COE dispositions. Formative assessment and evaluation of
dispositions assure that candidates are suited to the new roles they desire. Portfolio assessment and practicum experiences provide an intense and complex review of candidates’ skills and abilities in performing new duties and responsibilities.

4a. (Optional) One or more tables of key assessment data related to the knowledge and skills for other school professionals could be attached here. What the data tell the unit about content knowledge should be discussed in the response to the new 1e4 above.

5. What data from key assessments indicate that these candidates know their students, families, and communities; use data and current research to inform practices; and use technology in their practices?

Program assignments require context for theory by determining student, family, and community needs in courses such as ADM 624, School and Community Relations; GUI 670, Multicultural Issues in Human Services; GUI 794/795, Internship in Community and Agency Counseling; and LIB 621, Library Practicum. Survey data also demonstrate that other school personnel have the requisite professional skills and knowledge.

5a. (Optional) One or more tables of key assessment data related to the knowledge and skills outlined in the 1e5 could be attached here. What the data tell the unit about content knowledge should be discussed in the response to 1e5 above.

6. What do follow-up studies of graduates and employers indicate about graduates' preparation related to knowledge and skills for their field? If survey data are being reported, what was the response rate?

A follow-up survey (see attachment) of recent graduates and their employers indicates that candidates know content knowledge and are able to apply it in the work setting.

7. A table summarizing the results of follow-up studies related to knowledge and skills for other school professionals could be attached here.

Optional Table for 1e6

See Attachments panel below.

8. (Optional) Links to key exhibits related to the knowledge and skills of other school professionals could be attached here. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

<table>
<thead>
<tr>
<th>NCATE Table 5 (Standard 1e2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence for Standard 1e</td>
</tr>
</tbody>
</table>

See Attachments panel below.

1f. Student Learning for Other School Professionals

1. What data from key assessments indicate that candidates can create positive environments for student learning, including building on the developmental levels of students; the diversity of
students, families, and communities; and the policy contexts within which they work? (Institutions that have submitted programs for national review or a similar state review are required to respond to this question only for programs not reviewed.)

Proficiency of other school personnel is documented in coursework such as ADM 630 in the school administration program, where student data are analyzed in the investigation of effective schools and program improvement. Both school counseling and school psychology candidates take GUI 683, a ‘tests and measurements’ course, where candidates learn to administer and use the data from standardized tests to address student behavior and learning problems. In the communications disorders program, specific courses address a variety of disorders and methods to address each difficulty that a speech and language pathologist will encounter – CDI 620, Phonological Disorders; CDI 624, Disorders of Voice; CDI 625, Fluency Disorders; and others.

1a. (Optional) One or more tables of key assessment data related to other school professionals’ support of student learning could be attached here. What the data tell the unit about student learning should be discussed in the response to 1f1 above.

2. What do follow-up studies of graduates and employers indicate about graduates’ ability to create positive environments for student learning? If survey data are being reported, what was the response rate?

A follow-up survey (see attachment) of recent graduates and their employers indicates that professional school personnel are well prepared to address issues of student learning.

3. A table summarizing the results of follow-up studies related to support for student learning could be attached here.

See Attachments panel below.

4. (Optional) Links to key exhibits related to other school professionals' support of student learning could be attached here. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

1g. Professional Dispositions for All Candidates

Note: Indicate where the responses refer to initial teacher preparation, advanced preparation of teachers, or other school professionals, noting differences when appropriate.

1. What professional dispositions are candidates expected to demonstrate by completion of programs?

Effective teaching requires more than content knowledge and pedagogical skills; candidates must also have professional dispositions that reflect the values and beliefs of the Unit faculty and the specific mission the Unit engenders in candidates and that are observed in candidates’ work with students, families, schools, and communities. The dispositions selected for the Unit by the Unit faculty and practitioners in the service region are detailed in the Conceptual Framework. The Conceptual Framework and dispositions undergo revision each year and are approved at the fall retreat to ensure
relevance to the program and to the various professions represented in the Unit. To disseminate the dispositions, copies of the Unit’s Conceptual Framework and dispositions are attached to each course syllabus. For each course, faculty review and discuss ways the Conceptual Framework is addressed during instruction. Throughout the course, faculty monitor candidates’ dispositions consistent with course objectives and alignment with the course syllabus. An assessment matrix demonstrates the systemic approach used to monitor candidate dispositions.

### 2. What data from key assessments indicate that candidates demonstrate appropriate professional dispositions?

The assessment data of university coordinators and supervising teachers evaluating approximately 1200 student teachers over two years for appropriate dispositions indicates that over 90% are rated as making outstanding or satisfactory performance in demonstrating appropriate dispositions.

#### 2a. (Optional) One or more tables of key assessment data related to professional dispositions could be attached here. What the data tell the unit about professional dispositions should be discussed in the response to 2g2 above.

### 3. In what ways do candidates demonstrate that they are developing professional dispositions related to fairness and the belief that all students can learn?

At the beginning of the program, in introduction to education courses, candidates self-evaluate and reflect on their dispositions to become a teacher. During the interview for admission to teacher education, the advisor questions the candidate about the needed dispositions to become a teacher. During education courses, dispositions are appraised by instructors through course activities. During field experiences, dispositions are monitored by cooperating teachers and course instructors. During student teaching, weekly reflections are required to monitor candidate progress in meeting teacher standards and dispositions. Standards and dispositions are evaluated twice by a supervising teacher and twice by the university coordinator. At the end of student teaching, the Unit administers a survey for pedagogical content knowledge and to assess candidate perceptions regarding attainment of Unit dispositions with results displayed in the attached table.

Advanced teacher candidates develop course competency assignments to measure Kentucky teacher standards and Unit dispositions. Program instructors support the need for advanced teacher candidates to continue to develop skills of reflective decision-making by requiring professional growth plans in EDU 633, REA 612, SED 505, and SEC 640.

### 4. What do follow-up studies of graduates and employers indicate about graduates' demonstration of professional dispositions? If survey data are being reported, what was the response rate?

A follow-up survey (see attachment #1) of recent graduates and their employers indicates that advanced candidates develop appropriate teacher leadership skills.

Recently, the graduate faculty adopted the disposition of leadership as part of a master’s redesign project for certified teachers. Linda Lambert’s (2003) work was selected to represent the disposition of leadership and to guide faculty in the design and implementation of an advanced teacher leader program. An instrument to measure the disposition of leadership is in the pilot stages, and it is expected to be ready when the new teacher leader master’s program is launched in fall 2009.

Other professional school personnel are also monitored for attainment of dispositions. The graduate
faculty selected leadership as the primary disposition as well for advanced programs in school administration, school counseling, and school psychology. These programs offer new roles and responsibilities for teachers, so program faculty feel it is particularly important that candidates are competent in the new roles. Specific courses serve to screen candidates to assure a good fit for the roles of school leader (ADM 668), school counselor (GUI 592), and school psychologist (GUI 676/677). Leadership is defined as ethical change agent for programs that create leaders in schools who will advocate for children and for improved schools for the benefit of students. A follow-up survey (see attachment #2) of recent graduates and their employers indicates that professional school personnel provide appropriate school leadership.

5. A table summarizing the results of follow-up studies related to professional dispositions could be attached here.

<table>
<thead>
<tr>
<th>Optional Table for 1g4 (#1)</th>
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</thead>
<tbody>
<tr>
<td>Optional Table for 1g4 (#2)</td>
</tr>
</tbody>
</table>

See Attachments panel below.

6. (Optional) Links to key exhibits related to professional dispositions could be attached here. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

<table>
<thead>
<tr>
<th>Optional Table for 1g3</th>
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</thead>
<tbody>
<tr>
<td>Evidence for Standard 1g</td>
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</tbody>
</table>

See Attachments panel below.

Optional

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

1-1. The Unit is particularly good at admitting a wide variety of candidates from a variety of sources (traditional, 2 + 2, transfer students from community colleges, dual certification, transfer students from other four year institutions, and alternative certification students) and preparing them to be professional, ethical, and caring teachers for the service region.

1-2. The Unit is also good at preparing candidates to effectively use instructional technology.

2. What research related to Standard 1 is being conducted by the unit?

2-1. Dr. Robert Lyons is collaborating with Morehead State University (KY) to identify trends with the state mandated SISI audits of assistance level schools.

2-2 Drs. Lyons, Navan, and Campoy have obtained a CISR grant for a qualitative study of teacher leadership to better understand and inform the preparatory process.

2-3 Dr. Yuejin Xu is conducting a study funded by CISR to explore theory-based, teacher-tested solutions to classroom learning problems identified by K-12 teachers utilizing data collected in a
graduate-level motivation course for in-service teachers.

2-4 Drs. Dunham and Lyons and Mr. Teri Jones are studying the effects of military deployment on student academic performance.

STANDARD 2. ASSESSMENT SYSTEM AND UNIT EVALUATION

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

[Note: Include programs for teachers, including graduate programs for licensed teachers, and other school professionals, noting differences when appropriate.]

2a. Assessment System

1. How is the unit assessment system evaluated and continuously improved? Who is involved and how?

The Unit has revised its continuous assessment (CAP) plan several times since 2002 based on feedback from faculty at yearly retreats and with the input of the advisory councils that guide the evaluation of each program based on their experiences in classrooms and schools. The revised CAP is approved by the College Administrative Council (CAC – Policy 2.3A). The revisions that led to the current CAP have produced a document that both represents the current academic planning process of the Unit and describes a process to improve programs and candidate performance for each subsequent assessment cycle.

The Unit ensures that data are collected to monitor candidates’ proficiencies using assessments that are aligned with the COE Conceptual Framework, Kentucky Teacher Standards (KTS), Kentucky Interdisciplinary Early Childhood Education Standards, Interstate School Leaders Licensure Consortium Standards, Technology Standards for School Administrators, Kentucky School Guidance Counselor Standards, and national professional standards. All course syllabi are aligned with appropriate standards, as are major assessment instruments such as portfolios and field experience evaluation forms. Details of program alignment are provided in the Unit CAP and in the program submissions that also detail alignment of standards, Kentucky Initiatives, and the Education Professional Standards Board (EPSB) themes.

Key assessments are used to monitor initial candidates’ performance at specified transition points: preadmission, admission to teacher education, admission to student teaching, program completion, and beyond graduation. At the initial level, individual progress of undergraduate candidates is monitored through feedback provided by Teacher Education Services (TES) for admission status; by faculty, who monitor dispositions and performance standards in courses; and by advisors, who monitor development of the formative portfolio, attainment of Unit dispositions, and admission status. During field experiences, cooperating teachers evaluate candidates’ attainment of KTS and Unit dispositions using a Scantron instrument. Information about a candidate’s program status is provided to the candidate via admissions committees. Admissions committees, consisting of faculty from across the Unit and school partner representatives, make determinations each semester about candidate admission to teacher education and student teaching. This process is described in the Teacher Education Sourcebook, in
curriculum guidesheets, and in the Undergraduate Bulletin, so candidates are informed of certification and accountability requirements and admission status. To track candidate progress through programs, candidates and advisors use the university MAP report system, which documents course requirements, candidate progress, and GPA. The MAP report is reviewed and signed by the advisor prior to graduation. Information about GPA, program status, and field and clinical placements is provided to candidates through PIN advising by the university and on the COESIS system by the Unit. In the case of special situations or deficiencies that might jeopardize admission, candidates are notified by letter.

Advanced candidates are informed of program status and requirements by the university admissions coordinator, the Unit graduate coordinator, program coordinators, and by faculty advisors, using mail, e-mail, curriculum guidesheets, PIN advising, the Graduate Bulletin, and on graduate program websites. Decision points for admission and performance requirements are fully explained to candidates via letters from the university admissions coordinator, graduate coordinator, and program coordinator, using e-mail, telephone, and during advising conferences. A flow chart of the admissions process demonstrates that multiple attempts are made to keep candidates informed of their status. The Unit flag system can be used as an additional means to monitor candidate attainment of performance standards and Unit dispositions. The flag system is available to any faculty member teaching courses and to advisors, in order to provide feedback to candidates who are not making progress in standards or who do not adequately demonstrate the Unit dispositions in settings such as field experiences or classrooms. Faculty may document candidate deficiencies or exceptionally positive attributes.

Table 6 shows the major assessments used to determine initial candidate eligibility and transitions within programs. More detailed assessment information is found in the Unit continuous assessment plan.

2. Please complete the following table (Table 6) to indicate the key assessments used by the unit and its programs to monitor candidate performance at transition points such as those listed in Table 6?

Table 6
Unit Assessment System: Transition Point Assessments

<table>
<thead>
<tr>
<th>Programs</th>
<th>Admission</th>
<th>Entry to clinical practice</th>
<th>Exit from clinical practice</th>
<th>Program completion</th>
<th>After program completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>See Attachment</td>
<td></td>
<td></td>
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</tbody>
</table>

3. 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?

The Unit ensures that information on candidates’ proficiencies is collected according to the assessment matrix of the Unit Conceptual Framework. Assessment and data-driven decision making is part of the culture of the Unit, and the Dean’s office is responsible for providing resources, setting an agenda, and supporting the information systems necessary to create and maintain the Unit’s assessment systems.

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

Throughout the assessment process, multiple measures and other strategies are used to ensure fair, accurate, and consistent assessments. Related to fairness, undergraduate candidates are informed during orientation sessions, in writing, and on advising sheets the requirements for admission to teacher
education, student teaching, as well as exit and other qualifying exams. Graduate candidates create a planned program with an academic advisor using advising forms that provide information about courses, assessments, and exit requirements. Advising sheets are signed by the candidate and the advisor and kept on file. To assist candidates who experience problems in gaining admission to teacher education or student teaching, provisions are provided for candidates to meet with an advisor to develop a step-by-step plan to meet admission requirements. These provisions may include a referral to Services for Students with Disabilities (SSLD). To assure accuracy, the evaluations used for admission to teacher education and for qualification to be recommended for certification are national standardized and validated exams – ACT, GRE, PPST, SAT, PLT, and Praxis II exams. The standards used to determine program mastery were developed by state (EPSB) and national professional associations and approved by NCATE. The University provides course evaluation instruments developed and processed by the University of Washington to monitor course and faculty teaching quality. The use of state and national standards allows the Unit to take advantage of the testing research and development of national test providers who operate on a much broader scale and who use large numbers of participants. To assure consistency, each student teaching eligibility portfolio (a capstone assessment) is scored independently by two of the pool of scorers, who are trained each semester. Also, both the university coordinator and the supervising teacher evaluate the student teacher’s progress (the university coordinator once and the supervising teacher twice). The university coordinator observes and evaluates the student teacher’s lesson planning and teaching four times using a modified version of the Kentucky Teacher Intern Program KTIP-TPA lesson plan or the Kentucky IECE-TPA lesson plan for IECE candidates and observation form.

5. What assessments and evaluations are used to manage and improve the operations and programs of the unit?

Assessments and evaluations used to improve programs include data that are collected through the COESIS database for ACT, GPA, and PRAXIS; Scantron forms for field and clinical evaluations to measure performance standards and dispositions; and LiveText for portfolio and course competency data that are aggregated to provide information for program evaluation and improvement. Survey data are used in initial (Unit student teaching and EPSB surveys) and advanced programs (LiveText survey) for candidate self-perception of program quality and to record employer impressions of recently-graduated candidate performance. These data are recorded and analyzed in program continuous assessment plans that are developed each year by program faculty and advisory councils to evaluate and document program improvement.

Assessments and evaluations used to improve Unit operations originate from a number of sources. The Washington State course evaluation system for teaching and program quality are used. An advising survey was developed to provide information to improve the academic advising process. In an effort to better define guidelines for promotion and tenure, vita of Unit faculty were aggregated to determine the statistical means for faculty publication and presentation productivity. Course evaluation data were aggregated to provide statistical means for teaching quality to be used as benchmarks for tenure decision-making. Based on data, new guidelines are being developed for promotion and tenure. In response to faculty concern about candidate writing and speaking, a faculty committee was formed to investigate resources the university and Unit provide for candidates not meeting standards for professional writing and speaking. A website is being designed to provide candidates with resources to improve professional speaking skills. Each semester the university administers a senior survey at graduation to provide student feedback about university studies courses and the quality of program majors and to record overall student satisfaction with the university experience.

6. (Optional) One or more tables and links to key exhibits related to the unit assessment system could be attached here. Data in tables should be discussed in the appropriate prompt of 2a. (Links
2b. Data Collection, Analysis, and Evaluation

1. What are the processes and timelines used by the unit to collect, compile, aggregate, summarize, and analyze data on candidate performance, unit operations, and program quality?

- How are the data collected?
- How often are the data summarized and analyzed?
- Whose responsibility is it to summarize and analyze the data? (Dean, assistant dean, data coordinator, etc.)
- In what formats are the data summarized and analyzed? (Reports, tables, charts, graphs, etc.)
- What information technologies are used to maintain the unit's assessment system?

Assessment data are collected according to established timelines to meet state and national standards and Unit dispositions. Assessment tables for initial, advanced, and other school personnel programs are linked.

Each year the Dean’s office and TES provide data that are aggregated and presented to program coordinators and faculty for review. Data collection and decision-making for Unit operations are also based on yearly cycles and utilize the established governance structure to accomplish program and policy change. These structures, the CAC, Policy and Review Committee, College admission committees for each College, and program curriculum committees establish and maintain standards for areas of Unit responsibility to approve changes and eventually take them to university governance for review and approval. The format in which data are summarized depends on the nature of the data and the audience with whom data will be shared. Most data are summarized in the form of graphs developed from spreadsheets or tables from the COESIS database in the form of statistical means or bar charts that show proportion of percentages demonstrating a standard or disposition. Candidate data are provided to faculty at yearly retreats in a notebook or more recently on a flash drive so that data can be used for yearly program review and evaluation. The data are aggregated by program, and each program coordinator has the responsibility of scheduling a meeting of an advisory council, usually consisting of program faculty and local practitioners, to review the data and make recommendations for program change. The results of this process at the program level are documented by the continuous assessment plans filed by each program coordinator and posted to the COE website.

The Unit uses a number of information technologies to maintain the Unit’s assessment system. These include the university database and COESIS, which houses data imported from the university mainframe database system to provide faculty and candidate admission data, GPA, courses, degrees, and program information. The Unit collects evaluation data using Scantron forms during field placements and student
teaching. The Unit also uses LiveText for undergraduate and graduate portfolios and to collect survey, disposition, and course imbedded data, such as course assignments, rubrics, reflective writing, portfolios, and other candidate data that are aligned to Kentucky Standards and COE Dispositions. Program faculty use LiveText data to aggregate student data from course competency assessments in order to make immediate candidate decisions and long-range program decisions. Most recently, the University has initiated a five-year plan to implement Banner, which promises to provide timelier student information to the campus.

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

The Unit maintains records of candidates’ formal complaints and their resolution according to College of Education policy (see #8.6) by appointing a Grievance Committee consisting of two faculty members from each department and undergraduate and graduate student representatives to review and act on complaints. The records of the Unit Grievance Committee are maintained in the Dean’s office.

### 3. (Optional) One or more tables and links to key exhibits related to the data collection, analysis, and evaluation could be attached here. Data in tables should be discussed in the appropriate prompt of 2b. (Links with descriptions must be typed into a Word document that can be uploaded here.)

<table>
<thead>
<tr>
<th>Evidence for Standard 2b</th>
</tr>
</thead>
</table>

See Attachments panel below.

### 2c. Use of Data for Program Improvement

#### 1. What are assessment data indicating about candidate performance on the main campus, at off-campus sites, and in distance learning programs?

Data collected from the Unit 2 + 2 programs with sites at four regional campuses have been aggregated, with little difference found between the candidate data from the Murray campus program and the 2 + 2 programs. Direct comparisons are somewhat difficult because some of the 2 + 2 programs have low enrollments compared to the other programs. The Unit strives for parity at each site with equitable resources provided for instructional materials, faculty development and program planning.

Many programs include distance-learning components using Blackboard, ITV, or Elluminate; only the library media, TESOL, and gifted education programs are delivered entirely on-line. Reading and writing and the TESOL programs include both distance learning and traditionally delivered sections of courses that candidates are allowed to choose at their convenience.

#### 2. How are data regularly used by candidates and faculty to improve their performance?

Data are used regularly at initial and advanced levels to provide feedback to candidates and allow faculty to reflect and make decisions about how to improve candidate performance. At the initial level, program checkpoints serve to inform faculty and candidates of their status with respect to admission to teacher education, student teaching, program exit, and certification. This deliberate process is coordinated by TES, where candidate data are collected and organized for review by admission committees consisting of faculty and school partners. Also, at this time, the committees carefully review candidate Flags to determine if problems with dispositions and standards have been addressed sufficiently to warrant the candidates’ admission. Program instructors provide feedback to candidates in courses through embedded assignments that are collected to demonstrate teacher standards, through field
evaluations that monitor dispositions, and through assignments demonstrating standards that are collected as artifacts for the formative portfolio. Cooperating teachers evaluate candidates for standards and dispositions during field experiences, and these data are aggregated for program evaluation. Advisors also play a role by providing feedback to candidates on their progress at admission to teacher education with an interview and review of the formative portfolio. At admission to student teaching, advisors check course progress and GPA and advise on general preparation for student teaching. The Coordinator of Student Teaching also interviews candidates the semester before student teaching to gather information for placements based on candidate need, to make a final verbal evaluation of dispositions, and to check the status of the portfolio. Candidates receive copies of the instruments used for evaluation in the Source Book so they can monitor their own progress. Candidates can access data related to program status using COESIS and PIN systems to view current GPA, GAP, placements, and other program information. Candidates receive field evaluations before student teaching to reflect on and interpret their progress in meeting standards and dispositions. Candidates also complete a working (formative portfolio) and an eligibility (summative) portfolio to collect artifacts and to reflect on progress. If a candidate fails to make required progress in meeting standards and dispositions, instructors or advisors may issue a flag to the candidate by completing the flag form and discussing the flag with the candidate who is required to sign that they have been informed of the flag. The candidate may elect to or may be required by an advisor to complete a plan for how to remedy a ‘flagged’ situation.

Progress of advanced candidates is monitored by both university admissions and Unit program admissions. Standards and dispositions are monitored in course competency assignments, portfolio assessments, theses, comprehensive exams, practica, and internships. The university graduate coordinator in the registrar’s office provides admission and exit status of candidates at the university level. Admission and exit status of candidates at the program level are provided by the Unit graduate coordinator, program coordinator, and the Dean’s office in the case of comprehensive exam and portfolio results. Advanced programs that provide a new certification or endorsement for new responsibilities usually include an external exit assessment such as a PRAXIS exam, state exam, or internship. All matters related to certification are routed through TES for communication with the EPSB.

3. How are data used to discuss or initiate program or unit changes on a regular basis?

Data are used to review program quality and the efficacy of courses during yearly continuous assessment planning. CAP forms are used to document program evaluation and change. Each program selects an advisory council consisting of teachers and administrators from partnership districts, and program faculty who review data, courses, and field experiences to provide feedback from educators working in schools. The advisory council is organized and led by the program coordinator. The CAPs are posted on the COE website. For Unit operations, the CAC monitors the collection of data that are common across the Unit or span the functions of a number of programs. TES brings data such as the PRAXIS II exams to the attention of the CAC for monitoring and to review for policy change or faculty action. Through this process the most notable examples of data driven changes were made in the past three years, as described in the next paragraphs.

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

Data driven changes are made regularly to fine tune programs and Unit operations. For the initial programs, based on an analysis of general admission proficiency (GAP) scores (ACT, PPTS) and PRAXIS exit exam scores, the policy for admission to teacher education was changed to provide candidates with low GAP scores more realistic expectations about their chances for success in meeting exit PRAXIS II exam requirements. Data showed that candidates who repeatedly took the PPTS and who eventually made passing scores would face the same challenge attempting to pass the PRAXIS II
exams. As a result, initial admission policy was revised so that candidates must make at least a 19 on the ACT to be eligible to take the PPST as an alternative exam, and they may only take each section of the PPST a maximum of three times. Analysis of several years of admission data had demonstrated that a 19 on the ACT correlated to a 96% chance of passing the PRAXIS II. Candidates who remain ineligible for admission to teacher education after repeated attempts to meet admission score requirements are counseled to seek alternative majors.

Based on a review of the subtopic scores on the PRAXIS II in social studies, the content specialization for middle school social studies was changed to provide more content information aligned with the Core Content and Program of Studies curriculum documents that Kentucky teachers are held accountable for on the state exams. This program decision was made by a committee consisting of COE faculty, arts and sciences faculty, and a middle school teacher.

Based on EPSB survey and the Unit student teaching survey where candidates expressed need for more assistance in classroom management during student teaching and internship, the CHAMPs program was infused throughout the initial curriculum in specific courses with specific modules assigned as course projects. Candidates complete CHAMPs modules in various courses to develop a classroom management plan that is ready by the time the candidate is scheduled for student teaching.

The EPSB has mandated that all advanced certification programs be revised based on the ‘teacher as leader’ concept. The Unit made inquiries to determine how teachers and school administrators viewed teacher leaders by collecting data from teacher focus groups and by administering surveys to teachers and school administrators. The data were then used in a Delphi process to design the courses and assignments for a new teacher leader master’s degree program. The coursework is based on the skills needed to develop as a teacher leader and the instruction needs of the schools. The new program is being designed to meet new guidelines and policies of the EPSB in relationship to teachers’ stated needs and requirements. The 33 hour program will include 15 hours of core courses in differentiated instruction, classroom management and student motivation, and classroom assessment course topic selected based on feedback from teacher and school administrators.

For the last example of data driven changes, also at the initiation of the EPSB, the school principal program is being redesigned to more closely address the leadership needs of school partnerships. A cohort of the program was piloted in the 2007-2008 academic year with two large school districts, and the data from the pilot will provide feedback for the new program that will be available to all districts in the service region. So far, the most notable finding from the pilot indicates the new program should provide a cohort model and extensive field experiences coupled with intense mentoring.

5. How are assessment data shared with candidates, faculty, and other stakeholders?

Standards and dispositions assessment data are shared with candidates at the required program checkpoints and by advisors to make sure that candidates are informed of their admission and exit status. Candidates are provided opportunities to reflect on and improve their performance according to program transition point data that are shared with candidates. Assessment data are shared with faculty at yearly retreats on flash drives. Those same data are shared with stakeholders in advisory councils that review data and suggest program changes to better meet school needs and improve preparation of teachers for the service region.

6. (Optional) One or more tables and links to key exhibits related to the use of data for program improvement could be attached here. Data in tables should be discussed in the appropriate prompt of 2c. (Links with descriptions must be typed into a Word document that can be uploaded here. The
number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

| Evidence for Standard 2c |

See Attachments panel below.

Optional

1. What does your unit do particularly well related to Standard 2?

1-1. The Unit is particularly good at collaborating with arts and sciences faculty and school partners in designing programs that meet the educational needs of the region.

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

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 personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

[Note: In this section institutions must address (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus and distance learning programs.]

3a. Collaboration between Unit and School Partners

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

Field and clinical experiences provide opportunities for candidates to apply their professional and pedagogical content knowledge, skills, and dispositions in a meaningful, real-life context. Candidates begin by observing effective educators modeling best practices. They progress through varied activities including tutoring individuals and/or teaching small groups before assuming responsibility for all classroom activities during clinical practice. The school and the Unit share expertise to support candidate learning in field experiences and clinical practices. The Coordinator of Field Experiences (CFE) and Coordinator of Student Teaching (CST) collaborate with school partners to plan field and clinical experiences. At the extended campus sites, the CFE, Site Coordinators, and 2 + 2 adjunct instructors establish agreements with area schools to select sites based on the nature of the field experiences and school demographics. School district administrators sign a memorandum of understanding, giving the Unit permission to utilize their schools for field and clinical experiences.

2. In what ways have the unit's partners contributed to the design, delivery, and evaluation of the unit's field and clinical experiences?
P-12 partners contribute to the design, delivery, and evaluation of the Unit’s field and clinical experiences. Course instructors collaborate with P-12 practitioners to create activities specifically designed to give candidates opportunities to develop knowledge, skills, and professional dispositions in related coursework. Several courses include an orientation visit to the classroom prior to field experiences at the request of the school-based partners. In recent examples, a practitioner initiated the concept of having ELE 307 candidates conduct writing conferences with fourth grade authors. In response to students’ reading scores, REA 412 instructors and Hopkins County Schools created a four-day Reading Roundup, held at different elementary schools during fall break each year. Parents and the community are invited to visit during the week, and observe a culminating program on the last day. In another example, at the request of one school district, candidates were asked to sign a confidentiality agreement before being allowed to participate in field experiences in their schools. Responding to that need for all school districts, candidates now sign a Student Record Confidentiality and Professional Decorum Acknowledgment document in all placements. The signed acknowledgments are kept in the office of the CFE, and copies are made available to cooperating schools upon request.

The CFE and course instructors prepare and share guidelines (e.g., EDU 103, MID 373, SEC 420, SED 455) with candidates, cooperating teachers, and principals so that field activity requirements are known and understood. The CFE and course instructors cooperatively create placement packets to distribute to candidates, principals, and cooperating teachers. Candidates’ placements are displayed on COESIS. The CFE, cooperating teachers, and course instructors verify candidates’ participation.

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

The CST works in conjunction with partner schools to find quality placements for student teaching candidates. Official requests for placements are sent to a contact person at the school board office (e.g., an educational supervisor) or the principal, depending on the protocol established by the school system. Placements are determined by the principal and prospective supervising teacher. When appropriate, Unit faculty are consulted regarding selection of sites and supervising teachers for student teaching placements.

Advanced candidates seeking initial certification or preparing for new professional roles participate in extensive field experiences. The specific conditions of these are mandated and regulated by Unit and program requirements and/or state certification and licensure polices. In specialized graduate programs, such as Reading and Writing, School Administration, Guidance and Counseling, and School Library Media, course instructors and candidates work with field supervisors to develop pertinent experiences (FCS 640, ELE 612, ELE 613, ADM 668, REA 639, EDU 694, LIB 646, GUI 692, GUI 792, GUI 793). For example, in GUI 620, faculty supervisors conduct weekly meetings with advanced candidates who are seeking initial certification and are enrolled in a practicum in school counseling. Individual, one-hour conferences are followed by ninety-minute group sessions. Candidates’ progress is assessed at midterm and the end of the semester. These procedures are explained in the Practicum Handbook. The School Administration program provides additional support in the first year of a new school administrator’s career with the Kentucky Principal Internship Program (KPIP), which includes School Administration faculty acting as mentors, visiting the school and providing feedback.

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

Dialogue among course instructors, cooperating teachers, and field supervising teachers serving on program advisory councils provides a feedback loop for improvement of field and clinical experiences
(elementary minutes, IECE minutes, health & physical education minutes). These constituents contribute to program decisions about policies and curricular changes and are particularly interested in the context and content of field experiences for each certification area.

5. What differences, if any, exist in collaboration with school partners in programs for other school professionals, off-campus programs, and distance learning programs?

The off-campus 2 + 2 Site Coordinators and program faculty follow TES policy regarding field placements by collaborating with school partners for field experience placements. Placement for 2 + 2 field and clinical experiences are closer in proximity to campus and cover a smaller service region. This facilitates close working relations with school partners and a strong sense of identification that often aids candidates graduating from 2 + 2 programs in finding positions in their regional schools.

6. (Optional) One or more tables and links to key exhibits related to collaboration between unit and school partners could be attached here. Data in tables should be discussed in the appropriate prompt of 3a. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

See Attachments panel below.

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

1. Please complete the following table (Table 7) to identify the field experiences and clinical practice required for each program or categories of programs (e.g., secondary) at both the initial teacher preparation and advanced preparation levels, including graduate programs for licensed teachers.

<table>
<thead>
<tr>
<th>Programs</th>
<th>Field Experiences</th>
<th>Clinical Practice (Student Teaching or Internship)</th>
<th>Total Number of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>See Attachment</td>
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2. 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?

Table 7 summarizes field experiences in the initial and advanced programs that are designed to provide increasingly complex opportunities for candidates to develop their teaching skills. Beginning with observations of classrooms at various P-12 levels in EDU 103, candidates move to teaching small and large groups (ELE 304, REA 412, MID 370, SEC 420). Some methods courses include laboratory experiences as part of class activities, which include microteaching experiences. For example, EDU 303 and SEC 420 include microteaching experiences, in which candidates prepare and teach lessons to their peers. Instructors and peers evaluate these microteaching lessons, and candidates reflect and self-
evaluate their progress.

Candidates reflect on instruction throughout programs, but the teaching portfolios serve as formative and summative assessments for reflecting on teacher standards. To develop the working formative portfolio and the student teaching summative eligibility portfolio, candidates select course artifacts that demonstrate their progress in demonstrating mastery of KTS and then reflect on that progress (Eligibility Portfolio Guidelines). Cooperating teachers, course instructors, and supervising teachers formally assess candidates’ progress using assessments that are aligned with the KTS and conceptual framework/Unit dispositions.

In addition, throughout the student teaching semester, candidates are required to attend several days of orientation and professional development activities (EDU 422). At the initial orientation, the CST reviews the Guidelines for Student Teaching and the Eligibility Portfolio Manual, which delineates professional expectations and procedural information. Additional professional development seminars conducted throughout the semester address topics such as job readiness skills, classroom management, QPR training, technology, and legal issues. The CST and university career services staff plan and implement a teacher career fair each semester. On the 2007 Student Teacher Exit Survey, 73-80 percent of the candidates agreed or strongly agreed that the seminar experiences provided information needed to be successful in their student teaching experiences.

During 14 weeks of student teaching, candidates are immersed in school experiences and are required to use a variety of teaching strategies and multiple forms of assessment. Candidates shadow and assist their cooperating teachers and eventually build to full responsibility for the class for each student teaching placement. Student teachers and their supervising teachers reflect upon each week’s activities and record reflections to conference with the university coordinator.

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

To develop technological proficiency, candidates are required to use instructional technology in their coursework (ADM 630, EDU 303, LIB 630), communicate via e-mail, access course materials via Blackboard, and post portfolio artifacts and reflections on LiveText electronic portfolios. Several graduate courses are taught through long distance ITV (ELE 647, REA 612) or entirely online (EDU 633, LIB 604, EDU 691). All Alexander Hall classrooms are equipped with SMART Boards, desktop computers, DVDs, NEC projectors, overhead projectors, airliners, document cameras, and TV/VCRs, which prepare candidates to use technology resources available in the school setting during field and clinical experiences. Candidates’ field/clinical experience placements are posted on the COESIS system. During field experiences, candidates are required to use instructional technology. For example, in MID 307, candidates use graphing calculators, PowerPoint, and TrackStar. Candidates taking REA 412, ELE 401, and ELE 402 are required to design lessons that engage students in technology activities. The Kentucky Academy of Technology Education (KATE) conducts professional development on current classroom technology, as well as Microsoft Office, Smart Notebook, personal response systems, PhotoStory3, Inspiration, and Kentucky's free online resources. All student teachers are required to integrate technology into one of their formally observed lessons. Cooperating teachers on the 2007 EPSB New Teacher Survey rated candidates’ technological proficiency at 3.29 (on a scale of 1 to 5). On the Unit’s Student Teaching Survey (2007-2008), candidates rated ‘using technology experiences’ at 93%. The majority of university coordinators (98%) and supervising teachers (94%) rated ‘student teacher ability to use instructional technology’ at satisfactory or outstanding performance levels.

4. 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?

University coordinators for initial programs are full-time COE faculty members who have 5-10 student teachers as a part of their teaching load. The CST also hires adjuncts to serve as university coordinators. These adjuncts are experienced educators who have earned a Master’s degree, Rank I, or advanced certification. The CST interviews the adjuncts and retains the resumes, applications, and transcripts in the TES office. In some cases, arts and sciences faculty serve as university coordinators. Newly employed university coordinators undergo a criminal background check. All university coordinators are required to be trained as mentors in the KTIP-TPA mentoring program. To recruit placements for student teachers, the CST sends a Placement Request form to designated school district liaisons or principals to initiate the process of placing student teachers. Supervising teachers must meet certification and experiential standards set by the Kentucky EPSB, including a valid teaching certificate, five years teaching experience, and one year in the current system. Principals and the CST verify teachers’ eligibility before placing student teachers with supervising teachers who have the disposition to foster a positive student teaching experience and teaching excellence. The CST and principals can accept or decline suggested placements using the Placement Request form. The CST remains in close contact with liaisons until all requests are confirmed and quality placements are secured. Official placements are posted on COESIS and emailed to candidates’ Unit email accounts. Supervisors for advanced programs and other school personnel are selected by program coordinators to serve as mentors in practicum and internship programs. Supervisors have shown success in their area of expertise and many graduated from the program.

5. What preparation and ongoing professional development activities does school-based clinical faculty receive to prepare them for roles as clinical supervisors?

University coordinators attend a training session held during the first week of the student teaching seminar. During this orientation meeting, they receive their university coordinator packets, student teacher files, and the University Coordinator Manual. University coordinators are trained to facilitate supervising teachers’ efforts by reviewing weekly reflections/professional growth plans, conducting pre- and post-conferences during formal visits, mentoring candidates’ eligibility portfolio efforts, creating remediation plans as needed, and remaining accessible. First-time university coordinators have a separate in-depth orientation meeting prior to seminar week. During the student teacher seminar week, university coordinators meet with their student teachers to schedule observations and to discuss expectations, policies, and procedures. Two additional training sessions are held during the semester to discuss duties and acquaint university coordinators with eligibility portfolio scoring procedures. At the last session, university coordinators meet with Unit and university faculty who will serve as second scorers of the eligibility portfolios. The second scorers are typically COE undergraduate faculty, adjuncts, and arts and sciences faculty. Each spring, adjuncts from the extended sites attend special portfolio training and scoring sessions. The CST remains in contact with the university coordinators throughout the semester through e-mails, phone calls, conferences, and mailings. Supervising teachers rate the university coordinators’ efforts using the Supervising Teacher’s Analysis of University Coordinators form. The CST considers these results when making future assignments. Supervisors in advanced and other school personnel programs are prepared for their roles as mentors by program coordinators and faculty. Graduate program faculty select field and clinical experiences in consultation with candidates from an approved list of placement sites and with consideration for diverse locations. Supervising teachers mentor candidates during student teaching. They receive a copy of the student teaching placement letter and a packet that includes the Supervising Teacher’s Manual. University coordinators meet with the supervising teachers to review the packet and procedures. University coordinators conference with supervising teachers to clarify procedures and assess candidates’ progress.
6. What evidence demonstrates that clinical faculty provides regular and continuous support for student teachers, licensed teachers completing graduate programs, and other school professionals?

Supervising teachers formally evaluate candidates at the end of each seven weeks; university coordinators formally evaluate candidates at the end of the semester using forms aligned with the KTS, conceptual framework, and Unit dispositions. In the Unit’s Student Teaching Survey (2007-2008), 92% of candidates agreed or strongly agreed that their supervising teacher provided feedback on the lesson they taught; 94% of the candidates agreed or strongly agreed their supervising teacher provided helpful feedback. Clinical faculty in advanced and other school personnel programs provide support to candidates with evaluation instruments designed to prepare them for the work they will conduct in school when they are certified for their new school roles.

7. What differences, if any, exist in the design, implementation, and evaluation of field experiences and clinical practice for programs for other school professionals, off-campus programs, and distance learning programs?

Site coordinators and faculty at 2 + 2 sites collaborate with the CFE and program faculty to follow Unit guidelines regarding the design and monitoring of field experiences. Field experiences are evaluated using the same forms for all sites, and the evaluation forms are collected and entered into a database by the CFE. Regular training sessions inform site coordinators and faculty of guidelines, policies, and revisions to field experiences on a course-by-course basis. The student teaching experiences are coordinated from the Murray State University campus, and are therefore the same for all candidates regardless of the campus location of their program. All programs use supervised practica, conferencing, and technology that includes e-mail to support the development of leadership skills for school professionals.

8. (Optional) One or more tables and links to key exhibits related to the development and demonstration of knowledge, skills, and professional dispositions in field experiences and clinical practice could be attached here. Data in tables should be discussed in the appropriate prompt of 3b. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

<table>
<thead>
<tr>
<th>NCATE Table 7 (Standard 3b1)</th>
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<tbody>
<tr>
<td>Evidence for Standard 3b</td>
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</table>

See Attachments panel below.

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

1. What are the entry requirements for clinical practice? How many candidates are eligible for clinical practice each semester or year? How many complete successfully?

Admission to student teaching is approved by the College Admission committee where the degree program resides. The entry requirements for clinical practice include admission to teacher education, an overall GPA of 2.45, attendance at admission to student teaching orientation session, and an interview with the CST. During individual interviews, the CST discusses eligibility requirements, flags if present, status of standards and dispositions for the working portfolio, and preferred placements with student...
The attached table is one verification of the high success rate of the Unit’s student teaching candidates.

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

The role of university coordinators and supervising teachers is to assess student teachers’ performance using a variety of instruments aligned with the KTS and the Unit’s Conceptual Framework and Dispositions. Methods include: 1) Student Teaching Checklist; 2) Observation of 4 taught lessons recorded in the Student Teacher Performance Record; 3) Completion of four KTIP-TPA lesson plans that are observed with completion of impact and refinement after the lesson review; 4) completion of an eligibility portfolio that is scored by two faculty members with a common rubric; 5) required student teaching assignments such as weekly reflections, student study, and reflections on six teacher observations; 6) weekly professional growth plan; 7) 7/8 week evaluation of student teacher by the supervising teacher; 8) final evaluation by the university coordinator; and 9) optional remediation plan for candidate by the university coordinator and supervising teacher if deemed necessary. University coordinators and/or supervising teachers review all instruments. Evaluations require signatures of the student teacher and the university coordinator. On the final evaluations and seven-week evaluations, student teachers received satisfactory performance and outstanding performance ratings by the majority of university coordinators and supervising teachers.

Field experiences associated with many professional education courses require candidates to design/implement KTIP-TPA lesson plans in public school classrooms. Often, cooperating teachers identify which topics and/or skills they want to have emphasized. To ensure candidates are implementing best practices and exhibiting desirable dispositions, instructors review candidates’ lesson plans in advance, keep anecdotal records while observing candidates’ instructional efforts, and conference with candidates and cooperating teachers. Cooperating teachers and some university instructors formally assess candidates’ performance using appropriate versions of the MSU Observation Instrument Assessing Standards and Dispositions form. To evaluate candidates’ efforts during field experiences that do not involve lesson design and implementation, cooperating teachers and/or university course instructors use the Assessment of Standards and Dispositions for Field Experience Students form. Performance criteria are aligned with the KTS, conceptual framework, and Unit dispositions. Using the field experience evaluation, cooperating teachers rate candidates’ instructional effectiveness and rapport with students at the satisfactory performance or outstanding performance levels. Instructors review evaluation results with candidates receiving a NP (not satisfactory performance) rating. If further action is needed, candidates meet with academic advisors to develop plans of action to improve future efforts. Course instructors also validate candidates’ completion of the required field experience course requirements using COSIS. Undergraduate candidates evaluate field experiences on TES forms specific to the type of activity (e.g., EDU 103 observation only, SED 300 diversity, or MSU Participation Program Evaluation). The CFE and course instructors consider this information when planning future field experiences.

All instructors use a flag system to identify candidates who are unsuccessful during field experiences. They confer with struggling candidates, denote areas of concern, and develop remediation plans. Instructors and candidates sign and date the forms before they are placed in the candidates’ TES files. The flagging forms are reviewed by admission committees when candidates apply for admission to teacher education or student teaching. Based on flag information, the committee may require candidates to develop and complete formal remediation plans before gaining admission.

3. How is time for reflection and feedback from peers and clinical faculty incorporated into field
experiences and clinical practice?

In accordance with the Unit’s theme of Teachers as Reflective Decision-Makers, reflection is expected and required throughout all professional coursework and field and clinical experiences, as demonstrated by course objectives (Common Course Syllabi). Candidates participating in observations, tutoring, and individual/small group assistance activities reflect through personal journal entries, formal essays, and class discussions. Candidates who design/implement KTIP-TPA lessons during their field experiences reflect using the impact/refinement sections.

During the student teaching semester, candidates complete multiple assignments designed to help them become reflective decision-makers, including daily conferences with supervising teachers, Weekly Reflection and Weekly Professional Growth Plans, teacher observations, and student studies. During the post-conference after formal observations, candidates reflect upon their teaching efforts before writing formal impact/refinement statements to submit to their university coordinators. Candidates also write formal reflections detailing how selected eligibility portfolio artifacts support KTS benchmarks. University Coordinators use the Student Teaching Checklist to monitor and provide feedback on candidate’s progress.

Programs for advanced candidates continue the theme of reflection in the design of activities that increase the effectiveness of teachers’ classroom skills. Advanced programs that continue a teachers’ certification utilize field hours or course-embedded assignments to refine and enhance skills. Programs that add a new area of certification or educational skill-set require a practicum experience where skills learned in courses are practiced in a sheltered environment. Examples of reflection and effective practice for continuing certification include a literacy assessment project for the reading and writing program, an action research project on a school problem or issue, a case study of a student with a motivation problem, a collaboration project, a classroom management project, and a curriculum design. See course notebooks in exhibit room for examples of candidate projects.

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

Initial candidates demonstrate the knowledge, skills, and dispositions to help all students learn by developing an assessment project in the evaluation and measurement course (EDU 405) that focuses on student data and using the assessment cycle to assure that all students learn. The KTIP-TPA lesson plan that is used throughout programs uses an impact and refinement section to evaluate each lesson for demonstrated student learning. Student teachers develop a student study to identify and address a student with a learning or behavioral problem. Student studies can be found in the exhibit room. Cooperating teachers on EPSB surveys from 2004 to 2007 rated student teachers’ ability to reflect ‘on the effectiveness of instruction for the purpose of improving student learning’ 3.38 on a 4 point scale. The majority of university coordinators and supervising teachers rated student teachers’ ability to reflect at the satisfactory performance or outstanding performance levels. Last, candidates’ pass rates on the Praxis PLT exam are high.

The programs for other school professionals prepare candidates for responsibilities beyond the classroom, where candidates are prepared by participating in practicum and internship experiences. These experiences are selected, designed, and evaluated by program coordinators and qualified practitioners working in regional schools. Examples of reflection and effective practice for learning new skill sets include cataloging and classification of library materials, school culture survey for the principal program, individual and group counseling for the school counseling program, and psycho-educational case studies for the school psychology program. See course notebooks in exhibit room for examples of
5. What is the process for candidates to collect and analyze data on student learning and reflect on those data and improve learning during clinical practice?

The Unit faculty ensures that candidates demonstrate the ability to positively impact student learning through KTIP-TPA lesson plans with impact/refinement statements and student case studies. Elements of the Teacher Performance Assessment (TPA) are integrated throughout candidates’ coursework. For example, all teacher candidates use a modified KTIP - TPA lesson plan format, and EDU 405 candidates create an assessment project incorporating TPA tables. University instructors and cooperating teachers are expected to model best instructional practices. Moreover, all university coordinators are trained in the evaluation process used by the Kentucky Teacher Internship Program (KTIP). During the Spring 2008 adjunct training session, 2 + 2 adjuncts received training in the KTIP-TPA lesson plan format. Advanced candidates and other school professionals concentrate efforts to collect and analyze data on student learning during field or clinical experiences. Prospective school administrators conduct SISI audits and develop goals from school data to improve student achievement. Prospective school psychologists create assessment reports based on student scores; teachers develop an action research project based on school and other data; and teachers develop a literacy assessment for students with reading problems. Overall, courses are designed to mirror the work of the school with authentic assignments that prepare teachers for additional responsibilities or refine existing skills.

6. What differences, if any, exist in the ways candidates develop and demonstrate their knowledge, skills, and professional dispositions to help all students learn in field experiences and clinical practice in programs for other school professionals, off-campus programs, and distance learning programs?

The 2 + 2 programs incorporate the same experiences as Murray campus programs to develop and demonstrate skills and professional dispositions. Coordination of the program among 2 + 2 site coordinators, program faculty, and adjunct faculty assure program quality and coherence. Many graduate programs teach courses at regional community college campus sites for the convenience of candidates. The courses are supervised or taught by full time program faculty. The Unit currently supports four web-based programs at the graduate level for the convenience of candidates – the master’s in reading and writing, the gifted education endorsement, a master’s in TESOL, and the school library media program for initial certification at the post masters level and Rank I for teachers with existing certification in library media. Most web-based programs were first developed as traditional face-to-face instruction and were then moved to the web to provide better student assess. The quality of instruction in web-based programs is not diminished by delivery on the web as evidenced by course evaluations. Only two programs are offered as web-only, and they are the gifted education and the school library media programs. Other programs offer a mixture of web courses, Interactive-TV, BlackBoard enhanced, and traditional versions of courses in which candidates may enroll according to their preferences.

7. (Optional) One or more tables and links to key exhibits related to the development and demonstration of knowledge, skills, and professional dispositions for helping all student learn could be attached here. Data in tables should be discussed in the appropriate prompt of 3c. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit’s electronic exhibit room.)

See Attachments panel below.
Optional

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

1-1. The Unit is particularly good at placing student teachers in appropriate school settings

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

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.

[NOTE: In this section, institutions must address (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus and distance learning programs. Institutions should review NCATE’s definition of diversity as this section is written.]

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

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

Facilitating the learning of all students in an increasingly diverse society is a primary goal of the Unit. The Unit affirms the moral mandate that educators as reflective decision-makers must have the knowledge, skills, and dispositions to allow them to respond to students of diverse backgrounds. In addition, each candidate strives to become an educator who is tolerant. This affirmation is supported and assessed through the Unit disposition of tolerance. Tolerance is defined as considering ‘new ideas, alternative possibilities, different perspectives, and people representing a variety of differences without prejudice or bigotry.’ Kentucky teacher standards also support the design of learning climates and instruction to address diverse needs in Standards 2 and 3, and programs are designed to meet all Kentucky Standards demonstrated by portfolio and other assessments.

The Unit demonstrates its dedication to preparing candidates who reflect on and implement their knowledge, skills, and dispositions, for the goal of educating diverse learners using a multifaceted approach. The Unit makes a commitment to diversity through three major program facets. The first facet consists of core courses shared across programs with learning activities focused on the needs of diverse learners. The second facet is that of experiences integrated into courses within programs. Finally, through program design and resources, the Unit supports efforts to extend candidates’ understandings of and dispositions for meeting the needs of diverse students.
2. What required coursework and experiences enable teacher candidates and candidates for other professional school roles to adapt instruction to different learning styles, connect instruction or services to students' experiences and cultures, communicate with students and families in culturally sensitive ways, incorporate multiple perspectives into teaching, develop a classroom and school climate that values diversity, demonstrate behaviors consistent with the ideas of fairness and the belief that all students can learn?

The process begins with the core courses listed below. Through these pre-admission courses, candidates pursue curricular experiences designed to prepare them to meet the implicit mandate of education in a diverse society.

• EDU 103, Issues and Practices of American Education. Candidates examine their primary cultures and the major cultures from which their students might come and explore how diversity, ethnicity, or exceptionalities affect teaching, teacher-pupil interactions, and the classroom environment.

• EDP 260, Psychology of Human Development. Candidates explore human development from a multicultural perspective and connect and integrate knowledge and experience of human development across cultures.

• SED 300, Education of Students with Disabilities. Candidates develop a teaching philosophy which reflects appropriate dispositions of tolerance toward students with exceptionalities and their inclusion in general education, and they discuss multicultural aspects resulting in overrepresentation of minority or culturally diverse populations in special education classes. Candidates also work collaboratively to design an academic and behavioral program for diverse individuals.

• EDU 303, Strategies of Teaching. Candidates develop and apply a wide repertoire of questioning, differentiated instructional strategies, and assessment techniques. Additionally, candidates create a working e-portfolio artifact and reflection and present research on educational trends and issues (Diversity, Assessment, Literacy/Reading, Closing the Achievement Gap).

At the graduate level, a number of courses from different programs address diversity and the diverse needs of learners (Common Course Syllabi). Specific examples from different programs include: ADM 624, School and Community Relations; REA 638, Assessment and Instruction of Children with Reading Difficulties; EDU 631, Motivation and Learning Theory; GUI 670, Multicultural Issues in Human Services; and EDU 691, Nature and Needs of the Gifted Learner.

In addition to the undergraduate and undergraduate core courses listed, the Unit makes a concerted effort to integrate activities and assessments that address diversity throughout the program, as documented in the Program Activities and Assessment Matrix. The matrix displays learning objectives, course experiences, and assessments integrated into 49 undergraduate and 71 graduate courses that require candidates to plan and reflect on inclusive and diverse instructional issues.

Field placements in diverse environments promote candidates’ understanding of the nature and needs of diverse students. They also provide opportunities for candidates, as reflective decision-makers, to tap into prior and present experiences to make concrete applications in their professional practice. EDU 103, Issues and Practices of American Education, is designed to provide all candidates with an overview of the field of education. In order to acquaint candidates with elementary, middle, and high school classroom settings, field trips to local schools representing the diversity of the region are arranged. Because diversity in the service area within a reasonable travel time is limited, diversity is also addressed through the use of videos of more diverse classrooms at each of the three levels. Candidates are encouraged to note the diverse make up of the video classroom populations, how the teachers in the videos address such diversity, and to reflect upon ways they might deal with diversity in their future classrooms. Each semester, all candidates in the SED 300 course (Education of Students with Disabilities) visit a school district with a diverse population to observe and reflect on the challenges of inclusion and how to address the needs of diverse students.
The candidates’ experiences observing and participating in diverse settings are evaluated by instructors and reflected upon by candidates to assure that experiences are being integrated into the candidates’ understanding of instructional design, classroom management, and assessment. Placement data are monitored to make sure that each candidate has access to diverse sites.

The Unit provides resources and programs to extend candidates’ understandings and dispositions in the area of diversity. The Unit maintains and updates a multicultural book collection available to faculty and both undergraduate and graduate candidates as a resource for learning about and infusing diversity-related themes into instruction. The Center for Gifted Studies assists faculty in meeting new CEC/NAGC Standards through classroom visits, educational materials shared in classes, and a faculty resource collection of books, DVDs, and videos to be used for teaching candidates appropriate methods of differentiating curriculum and instruction.

The University hosts several annual events that focus on diversity, such as an International Education Week; Hispanic Heritage Month; Black History Month; and Celebrate Women Conference. In the academic year 2006-2007, the University’s primary initiative was the ‘Internationalization of Murray State University.’ In support of the initiative, administrative and academic units throughout the University designed, planned, and implemented specific goals to give students and the community experiences to understand the global connections beyond campus. Below are examples of activities from other colleges who prepare candidates:

- **College of Humanities and Fine Arts**: Travel grants for faculty and candidates to support international study and research.
- **School of Agriculture**: Faculty/administrators travel internationally and attempt to develop the international faculty exchange/student exchange with contacts in Guadalajara, Mexico; Sparsholt, England; and/or Budapest, Hungary.
- **College of Science, Engineering and Technology**: Budget of $4000 to support CSET students’ travel abroad; encouraged faculty to publish in internationally recognized journals and to participate in international conferences.

The University provided a number of events and activities in support of the Internationalization of Murray State University initiative, as documented in the COE Internationalization Report 2006-2007. The Unit enriched the global understandings of undergraduate and graduate candidates in a variety of ways, including (1) a search for and hiring of international graduate assistants, (2) establishment of the Higginson Scholarship for Study Abroad, (3) hosting of several international visitors, (4) establishing an international teaching experience in Belize, and (5) organizing events such as the Global Society Luncheons series where each month the Unit hosted speakers to share information about the educational systems in their countries. Also, the Unit has hosted visiting faculty as well as undergraduate and graduate students from several countries, including China, Germany, Egypt, and Spain, among others. Finally, the Unit has developed a number of formal relationships with international organizations. These relationships enable exchange activities with Toyama University, People’s Education Press in Beijing, student teaching in Belize, and a gifted student exchange with the Centro Huerta del Rey in Valladolid, Spain.

The Multicultural Education Committee is a standing committee that, according to the Unit’s Policy Manual (policy 10.8), is charged with the task of promoting and encouraging a philosophy of multicultural education among faculty; maintaining, monitoring, and promoting the use of multicultural education materials available in the Curriculum Materials Center (CMC) located in Alexander Hall; making sure all faculties in all departments of the College of Education are aware of multicultural education resources and distribution policies and practices; and soliciting input for growth of multicultural education materials in the CMC. The Committee has initiated a number of programs,
including the annual Dean’s Multicultural Series. The following are programs offered in the last several years from annual series:

• Folklore Festival. Guest Speaker – Dr. Johnston Akuma-Kalu Njoko of Nigeria. In collaboration with the Reading Program. (2006)
• Education: A Cross-Cultural Perspective. A panel presentation of speakers from several countries. (2007)
• Higher Education’s Role in Improving Schools through Stewardship of Place and Leave No Child Behind: The Field Guide to Comer Schools in Action. Guest Speaker – Dr. James Comer, Yale University Child Development Center. (2008)

During the 2007-2008 academic year, the Committee also facilitated a Dean’s Microseries in Multicultural Education for candidates, which examined issues such as Best Practices for Teaching African-American Students Who Receive Special Education Services, and Teaching Social Studies in an Urban Environment.

2a. (Optional) One or more tables related to coursework and experiences for developing diversity proficiencies could be attached here. What the data tell the unit about student learning should be discussed in the response to 4a2 above.

3. What data from key assessments indicate that candidates demonstrate proficiencies related to diversity, including English language learners and students with exceptionalities?

The Unit collects evaluation and survey data to document that candidates develop the necessary proficiencies to teach students with diverse backgrounds and exceptionalities. The Unit administers a survey of student teachers, and university coordinators and supervising teachers evaluate student teachers during the fourteen-week experience. The results for meeting diverse needs from the student teacher evaluations and Unit survey are displayed in the attached table (Optional Table for 4a3 #1).

Advanced programs strive to further develop candidates’ proficiencies related to diverse students and students with exceptionalities. The following survey (see attached Table for 4a3 #2) data were collected from recent graduates and their employers and indicate that advanced candidates are prepared to meet student needs.

In addition, a table of course objectives, activities, and course assessments demonstrates that advanced candidate programs and other school professional programs address the attainment of proficiencies related to diversity, including cultural diversity and students with exceptionalities.

3a. (Optional) One or more tables of key assessment data related to candidates’ demonstration of proficiencies related to diversity, including English language learners and students with exceptionalities, could be attached here. What the data tell the unit about diversity proficiencies should be discussed in the response to 4a3 above.

| Optional Table for 4a3 (#1) |
4. What differences, if any, exist in the ways candidates develop and demonstrate their proficiencies related to diversity in programs for other school professionals, off-campus programs, and distance learning programs?

Program faculty strive to assure that courses and activities across all programs meet the goal of facilitating the learning of all students. For the 2 + 2 programs and distance learning courses, this is accomplished by meeting regularly with faculty who are teaching sections of the same course, and by providing training for faculty and adjuncts so that a shared understanding is developed about how course activities are aligned to the Unit Conceptual Framework, standards and Unit dispositions. The Unit also provides multicultural resources to faculty at all sites through regular program funding or through the Dean’s wish list initiative.

4a. (Optional) One or more tables that disaggregate data on diversity proficiencies by on-campus, off-campus, and distance learning programs could be attached here. What the data tell the unit about any differences in performance should be discussed in the response to 4a4 above.

5. (Optional) Links to key exhibits related to diversity proficiencies and assessments could be attached here. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit’s electronic exhibit room.)

4b. Experiences Working with Diverse Faculty

1. What educational interactions do candidates (including candidates at off-campus sites and/or in distance learning programs) have with higher education and school-based faculty from diverse groups?

Diverse faculty within the University and the Unit provide multiple opportunities for candidates to engage in professional interactions with faculty from a broad range of backgrounds and experiences. The initial program includes seven faculty members with diverse backgrounds who teach a variety of courses at a variety of levels, which provides many opportunities for candidate interaction. To maintain parity for programs off the MSU campus, one of the 2 + 2 Coordinators is a person of color. The advanced program includes four faculty members who teach in three programs, providing a range of perspectives and backgrounds. In addition, the percentage of diverse Unit faculty compared to the percentage of university faculty demonstrates that the Unit is providing leadership for the campus in the recruiting, hiring, and retention of a diverse teaching staff. Furthermore, faculty are supported in their professional preparation to work with diverse candidates through programs offered by the Center for Teaching Learning and Technology, the Dr. Marvin D. Mills Multicultural Center and Student Support Services. Staff members in each of these offices serve as resources for faculty, and the centers also serve as clearinghouses of professional development literature and teaching/learning materials.
2. What knowledge and experiences do unit and clinical faculty have related to preparing candidates to work with students from diverse groups?

The Unit has also provided leadership to the University by facilitating professional development opportunities for faculty members in order to increase faculty knowledge, skills, and abilities for preparing candidates to work with students from diverse groups. The Standard 4 Diversity Activities Report details faculty engagement in international travel, professional development, and other experiences. For example, the Unit hosted international delegations from diverse educational institutions, faculty served as members of educational delegations abroad and published and/or presented papers internationally, and candidates engaged in professional practicum experiences abroad or worked with international students on campus. The wealth of international travel and commitment to creating connections for the Unit’s faculty and candidates underscore the vital commitment of the Unit to increasing faculty and candidate knowledge of diverse peoples and cultures.

3. What efforts does the unit make to recruit and retain a diverse faculty?

The Unit follows all university plans, policies, and procedures in an effort to attract and hire excellent and diverse practitioners from the field as outlined in the University Minority Faculty Recruitment Policy. In addition, the Unit has its own COE Minority Faculty Recruitment Policy, with specific initiatives and guidelines for the hiring of faculty, with special emphasis on the recruitment of minority candidates. It should be noted that the Unit hired six minority faculty for the 2007-2008 academic year. The diversity of the Unit and the university, considering the rural, western Kentucky location, is notable. In an additional effort to attract and hire excellent practitioners from the field, the Unit maintains a Distinguished Practitioners Program. This program allows teachers to take leave from their school districts to teach full-time in the Unit. It provides undergraduate candidates an opportunity to work with a teacher recently from the classroom. Special effort is made to identify and recruit minority candidates to serve in this position.

4. Please complete the following table (Table 8) to identify the gender, ethnic, and racial diversity of professional education faculty members using the U.S. Census categories.

Table 8
Faculty Demographics

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<thead>
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<th>Prof. Ed. Faculty in Initial Teacher Preparation Programs n (%)</th>
<th>Prof. Ed. Faculty in Advanced Programs n (%)</th>
<th>All Faculty in the Institution n (%)</th>
<th>School-based faculty n (%)</th>
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<tbody>
<tr>
<td>American Indian or Alaskan Native</td>
<td>See Attachment</td>
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<tr>
<td>Asian</td>
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<tr>
<td>Black, non-Hispanic</td>
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<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
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<td>White, non-Hispanic</td>
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5. What do the data in Table 8 tell the unit about its faculty? Diversity characteristics beyond those in Table 8 should be discussed.

The data in Table 8 demonstrate that candidates in initial and advanced education programs interact with a diverse faculty. Twenty-two percent of the faculty teaching in initial programs represent diverse groups. Twenty-one percent of the faculty teaching in advanced programs represent diverse populations. Diverse faculty not represented in the table include our school librarian who was raised in Scotland by Norwegian parents. The diversity of faculty in the Unit exceeds that of the university, emphasizing the Unit’s active recruitment efforts. The Unit has made the recruiting of diverse faculty a high priority as one strategy to meet the needs of candidates who will teach in a wide variety of school settings with increasingly diverse school populations.

6. (Optional) One or more tables and links to key exhibits related to faculty diversity could be attached here. Data in tables should be discussed in the appropriate prompt of 4b. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

<table>
<thead>
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<th>Evidence for Standard 4b</th>
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<tr>
<td>NCATE Table 8 (Standard 4b4)</td>
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See Attachments panel below.

4c. Experiences Working with Diverse Candidates

1. What educational interactions do candidates (including candidates at off-campus sites and/or in distance learning programs) have with peers from diverse groups?

Candidates enrolled in the Unit have opportunities to interact with a diverse student population across the University. African-American students number 598 at Murray State University, and 638 students are enrolled in English as a Second Language. Additionally, the University presently hosts 310 international students, representing 45 countries. The advanced preparation programs also show diversity, with individuals from a variety of ethnic and racial backgrounds. The Unit consistently acts in good faith to recruit minority candidates, especially in light of the homogenous nature of the geographical area. For instance, data from the 2000 Census indicate Calloway County (Murray) at approximately 94% Caucasian. The two Kentucky counties bordering Calloway are Marshall County at 99% Caucasian and Graves County at 94% Caucasian. The entire service region is over 87% Caucasian.

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

To meet recruiting and retention objectives, specific steps have been implemented to achieve this end. The Unit supports the Murray State University African-American Student Recruitment Plan. This initiative focuses on identifying and supporting greater numbers of college-bound African-American students. The plan outlines a process for the Dean, chairs and faculty to network (regarding scholarships and other opportunities) with personnel in the Office of School Relations, specifically with staff who are responsible for the recruitment of African-American students. Most importantly, the Unit has its own half-time minority recruiter who travels across the region to recruit undergraduate students. The Minority Recruitment and Retention Coordinator is charged with promoting the recruitment of quality minority teacher candidates. The position is funded by the Teacher Quality Institute (TQI) to provide a
half-time faculty member to improve teacher education by increasing the diversity of teachers for the service region. This position underscores the Unit’s commitment to the recruitment of future educators from minority populations. At the advanced level, the African-American Administrator Recruitment Program supported by the Provost’s office recruits certified African-American teachers to be trained as licensed Kentucky school administrators and counselors. See also Minority Recruitment and Retention Report.

Other Unit initiatives also specifically focused on recruiting and retaining minority candidates.

• The 2+2 Programs in Paducah, Madisonville, Henderson and Hopkinsville were designed as recruiting sites for communities with more diverse populations to both improve access to teacher education and increase the diversity of the Unit. Developed in collaboration with community colleges and the adjacent districts, the programs also benefit school districts by recruiting candidates from the community to teach locally. Candidates complete a B.S. in education by taking coursework for the first two years at the community colleges, and finishing the degree with MSU at the community college site.

• The Teacher Quality Institute is housed within the Unit, and its mission is to collaborate with the College of Science, Engineering and Technology and the College of Humanities and Fine Arts and to implement initiatives to address projected teacher shortages in Kentucky and to improve the content and pedagogical knowledge of practicing teachers and teacher candidates.

3. Please complete the following table (Table 9) to identify the gender, ethnic, and racial diversity of candidates preparing to work in P-12 settings using the U.S. Census categories.

<table>
<thead>
<tr>
<th>Candidate Demographics</th>
<th>Candidates in Initial Teacher Preparation Programs n (%)</th>
<th>Candidates In Advanced Preparation Programs n (%)</th>
<th>All Students in the Institution n (%)</th>
<th>Diversity of Geographical Area Served by Institution (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native</td>
<td>See Attachment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or more races</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Other</td>
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</tr>
<tr>
<td>Race/ethnicity unknown</td>
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<tr>
<td>Total</td>
<td></td>
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</tr>
<tr>
<td>Female</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
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</tbody>
</table>

4. How diverse are candidates in the initial teacher preparation and advanced preparation programs? Diversity characteristics beyond those in Table 9 should be discussed. What do the data in Table 9 tell the unit about its candidates?

Candidates who study in the Unit have opportunities to interact with a diverse student population. At the advanced level, the student diversity exceeds the diversity of the service area. Data compiled from the AACTE report shows that undergraduate candidate diversity is 5.9% and advanced candidate diversity is 33%. The diversity of initial programs has remained fairly stable since the 2002 NCATE/EPSB visit, with some shifting of enrollment among groups. Information about student diversity not represented by
Table 9 is that over half of MSU students are the first in their families to complete a college degree according to NSSE, 2007. As a testament to program quality, while MSU is an open enrollment university, Praxis exit scores exceed the overall pass rate of competitive admission universities in the Commonwealth (this report card was suspended by the EPSB in 2006).

5. (Optional) One or more tables and links to key exhibits related to candidate diversity could be attached here. Data in tables should be discussed in the appropriate prompt of 4c. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

<table>
<thead>
<tr>
<th>NCATE Table 9 (Standard 4c3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence for Standard 4c</td>
</tr>
</tbody>
</table>

See Attachments panel below.

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

1. How does the unit ensure that each candidate has at least one field/clinical experience with students from ethnic/racial groups different than his/her own, English language learners, students with exceptionalities, and students from different socioeconomic groups?

The professional staff in Teacher Education Services (TES) ensures that each candidate has at least one field/clinical experience with students in a diverse setting by working closely with faculty and school personnel to identify promising school settings. The course SED 300, Educating Students with Disabilities, is required in every initial program. Its field component alternates between districts that are the most diverse in the region – Christian County School District and Paducah Independent School District. Selections for field experiences in other courses are made balancing factors such as the diversity of the school, quality and qualifications of the teachers and programs, travel time, and school and course schedules. Noting that the districts closest to campus include Calloway County/Murray (94% Caucasian) and Marshall County (99% Caucasian), which lack diversity, professional staff and faculty have been inventive in designing experiences to meet diversity goals. ELE 401/402 faculty arranged for an extended practicum experience in an elementary school with a growing minority population. Candidates in the 2 + 2 extended campus programs perform field experiences in communities where there are more opportunities to work with diverse students. Through an agreement with Jefferson County Schools, candidates may select student teaching placement in the urban community of Louisville. The program placing student teachers in Belize permits candidates to travel to interact with teachers and students in schools for a six week placement. Graduate candidates in the Gifted and Talented Endorsement Program interact with Spanish gifted students during the Summer Challenge practicum. In many of the graduate field experiences, candidates perform their internships and other field work in diverse populations. For example, in the School Psychology Program, candidates are placed in culturally diverse school districts. These efforts demonstrate the initiatives undertaken on the part of the Unit to increase the opportunities for interactions with diverse P-12 students even while located in a relatively homogeneous demographic region.

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

The Unit recognizes that education candidates will work in increasingly diverse classrooms and
communities. To that end the Unit facilitates the development of candidates’ knowledge, skills, and dispositions with respect to addressing the needs of students of different genders, ethnicities, race, language, sexual orientation, geographical area, religions, exceptionalities, and socioeconomic backgrounds. To meet this need faculty design field experiences that are well-planned, in-depth, and reflective. Faculty prepare candidates for experiences with course activities that anticipate the situations candidates will encounter in schools. During and after the field experiences faculty require candidates to reflect on and integrate their observations and experiences with course discussion and assignments. During clinical experiences, candidates design, implement, and reflect on instruction, using the impact and refinement section of the KTIP-TPA lesson plan. The student teaching portfolio also includes reflections on every artifact to meet teacher standards. A student study is developed during student teaching to demonstrate that candidates can meet individual student needs. For the assignment, the student teacher selects a student with special learning needs and develops a collaborative plan to address those needs. Attached are samples of the rubrics used to assess reflections on experiences in schools related to diversity.

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?**

Data are collected during field experiences by university instructors and cooperating teachers to evaluate the candidates’ performances on a scaled instrument. This information is sent to the TES Coordinator of Field Experiences; but, once it has been scanned into the database, it is returned to the course instructors, who provide feedback to the candidates. If there is a question about the quality of performance in meeting standards and dispositions, the instructor may write a plan with the candidate to set goals to remedy the problem. Linked are performance data collected during field experiences, with aggregate feedback candidates have received from cooperating teachers. The data indicate that a small number of candidates received negative evaluations that could have resulted in a plan for improvement.

4. **Please complete the following table (Table 10) to identify the diversity of P-12 students based on their gender, ethnicity, racial, and socioeconomic levels, native language and exceptionalities in the schools in which education candidates do their clinical practice.**

Table 10
Demographics on Sites for Clinical Practice in Initial and Advanced Programs

<table>
<thead>
<tr>
<th>Name of school</th>
<th>American Indian or Alaskan Native</th>
<th>Asian</th>
<th>Black, non-Hispanic</th>
<th>Native Hawaiian or Other Pacific Islander</th>
<th>Hispanic</th>
<th>White, non-Hispanic</th>
<th>Other</th>
<th>Race / ethnicity unknown</th>
<th>Students receiving free / reduced price lunch (student socioeconomic status)</th>
<th>English Language Learners</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>See Attachment</td>
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</table>

5. **What do the data in Table 10 tell the unit about the diversity of students in the schools in which candidates do their clinical practice?**
Western Kentucky consists of a relatively homogeneous, rural, white population with few diverse municipalities. Nonetheless, the Unit recognizes the growing diversity of the region and of our nation and acknowledges the critical need to prepare educators whose reflective practices are based on a pedagogical foundation that values diverse perspectives and addresses the needs all learners. Candidates benefit from the Unit’s marked growth and continuous development in all areas of Standard 4 – the design, implementation, and evaluation of curriculum experiences; experiences working with diverse faculty; experiences working with diverse candidates; and experiences working with diverse students in P-12 schools.

6. (Optional) One or more tables and links to key exhibits related to the diversity of P-12 students in schools in which education candidates do their field experiences and clinical practice could be attached here. Data in tables should be discussed in the appropriate prompt of 4d. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit’s electronic exhibit room.)

<table>
<thead>
<tr>
<th>Evidence for Standard 4d</th>
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</thead>
<tbody>
<tr>
<td>NCATE Table 10 (Standard 4d4)</td>
</tr>
</tbody>
</table>

See Attachments panel below.

Optional

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

1-1. The unit has been particularly successful at recruiting minority and other diverse faculty.

2. What research related to Standard 4 is being conducted by the unit?

2-1. Margaret Gichuru is conducting research on the recruitment of minority students to increase diversity in higher education.

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.

[NOTE: In this section, institutions must address (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus and distance learning programs.]

5a. Qualified faculty

1. Please complete the following table (Table 11) to identify the qualifications of the full- and part-time professional education faculty. (These data may be compiled from the tables submitted
earlier for national program review by clicking on "Import" below.)

Table 11
Faculty Qualification Summary

FacultyInfo_161_84_25388.xls
See Attachments panel below.

2. What do the data in Table 11 tell the unit about the qualifications of its faculty?

One hundred percent of the full-time professional education faculty are qualified through a combination of factors, including earned doctorates (78%), exceptional expertise in terms of teaching and administrative experience, and/or recent P-12 school experience. The Unit follows the University and SACS guidelines for appropriate course assignments according to instructor degree and course level. In addition, the Unit seeks a combination of practitioners and academics who can offer a balance of perspectives. For example, the distinguished practitioner program identifies an outstanding educator who is released from her or his school district through a memorandum of agreement to teach, supervise clinical experiences, and provide service to the Unit. The clinical faculty are qualified in the fields in which they teach or supervise. While some faculty have exceptional expertise regarding rural education, others bring needed urban and multicultural experiences to prepare candidates to become educational professionals in diverse settings throughout the region, state, and country.

3. What expertise qualifies faculty members without terminal degrees for their assignments?

Unit faculty are qualified to teach the courses they are assigned. Faculty are hired to teach in specific programs with expertise verified by the linked table.

4. How does the unit ensure that school faculty members are licensed in the areas they teach or are supervising?

The Education Professional Standards Board (EPSB) sets policy for the qualifications of teachers who would supervise student teachers during the clinical experience. Kentucky teachers must have a valid Kentucky teaching certificate, three years of teaching experience, and a master’s degree or Rank II (or, if a teacher doesn’t have a Rank II but has earned 15 hours of college credit toward that rank within the first five years of teaching.) The Coordinator of Student teaching makes sure that supervising teachers have the correct certification for the student teacher they will supervise.

5. What contemporary professional experiences in school settings does higher education clinical faculty have?

Higher education clinical faculty in the COE consist of full time faculty and adjuncts who are retired educators or teachers who are not currently in a teaching position. Supervising student teachers is a portion of a course load for full-time faculty. Supervising five student teachers is considered a quarter load. To remain current about educational policies and procedures in Kentucky, clinical faculty are required to attend the day-long Kentucky Teacher Internship Program (KTIP) training sessions. To remain current about COE student teaching policies and procedures, clinical faculty are required to attend TES training each semester with COE and TES facilitators.

6. (Optional) One or more tables and links to key exhibits related to faculty qualifications could
be attached here. Data in tables should be discussed in the appropriate prompt of 5a. (Links with
descriptions must be typed into a Word document that can be uploaded here. The number of
attached exhibits should be limited in number; BOE members should access most of the exhibits in
the unit's electronic exhibit room.)

| Evidence for Standard 5a |

See Attachments panel below.

## 5b. Modeling Best Professional Practices in Teaching

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

Unit faculty possess exceptional expertise in their respective teaching fields (see vitae in exhibit room) and model current and research-based practices in teaching that are consistent with the Unit Conceptual Framework. Faculty interactions with candidates inside and outside the classroom reflect a commitment to providing a stimulating and challenging learning community. All faculty incorporate appropriate proficiencies in their courses, as delineated by the Unit’s Conceptual Framework and Dispositions, as well as the Kentucky Teacher Standards, Kentucky IECE Teacher Standards, Kentucky School Guidance Counselor Standards, and national standards. The delivery of programs in the Unit can be characterized as learner-centered and experiential as described in the Unit Conceptual Framework, thereby providing candidates the proficiencies necessary to make significant contributions in a diverse, global society. These practices are documented in a number of ways. The Unit's Conceptual Framework is shared and discussed with every candidate. In addition, innovative and varied instructional approaches addressing the needs of all learners and the integration of technology and appropriate performance assessments are described in course syllabi, program submissions and the Conceptual Framework Matrix.

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

Course and program assessments, such as portfolios, case studies, clinical observations, peer counseling, diagnosing reading difficulties, reflecting on field and clinical experiences, creating behavior management plans, creating portfolios, and designing action research are activities that promote the development of reflection, critical thinking, problem solving, and professional dispositions. Unit faculty encourage reflective decision making at all levels, and this is communicated through course expectation and program assessment. Programs require portfolios, comprehensive exams, or major projects as requirements for program exit. Program submissions, course syllabi, and course and program manuals with student samples (in the exhibit room) document the quality of candidate engagement with educational tasks.

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

Unit faculty represent a diverse group of professionals, a diversity that is reflected in the variety of instruction offered as delineated in the knowledge base of the Conceptual Framework. The organizational culture of the University and the Unit is historically student-centered. This student-centeredness is evident in the Unit Conceptual Framework and in the instruction and assessment in Unit classrooms. A variety of instruction techniques are represented that are designed to prepare candidates
4. How does unit faculty instruction reflect their knowledge and experiences in diversity and technology?

The Unit provides a variety of instructional technology options to meet instructional goals. Faculty are encouraged to use SmartBoards, personal response systems, online resources, and Microsoft Office for classes in Alexander Hall. Faculty regularly use software such as PhotoStory3 and Inspiration to meet instructional goals. Some faculty have modified graduate courses to deliver as web-based courses to meet the needs of candidates in the region who may live up to two hours from campus. By using BlackBoard, ITV, and Elluminate, other faculty have incorporated distance technology as a component to traditional face-to-face courses.

Internationalization has been a focus of the Unit over the past two years. The Dean has hosted ten Global Society Luncheons where international students or visiting faculty discuss the education system of their countries. These luncheons were attended by both faculty and students. Fourteen faculty members participated in international professional travel during 2006-2007, which allowed them to explore new cultures. Of that number, 12 also taught courses, observed student teachers, or gave presentations. A web-based gifted education certificate program was recently developed in Spanish by Dr. Joy Navan in collaboration with Centro Huerta del Ray, Valladolid, Spain. For the past two years, student teachers who qualified participated in part of the student teaching experience in Belize. Twelve students participated in Spring 07 and seven in Fall 07. Dr. Tom Lough is on full time leave to participate in the SEED Program. This is a nonprofit organization with the goal of collaboration with educators in developing countries in learning and teaching science. A report of Unit activities related to diversity demonstrates how faculty strive to remain current and relevant in their knowledge.

Unit faculty have been recognized for excellence in teaching. In recent years, several faculty have received prestigious campus-wide awards, such as the Murray State University Distinguished Professor in 2003 (Dr. Janice Hooks), the International Student Outstanding Professor Award in 2002 (Dr. Sandra Flynn), and the Max G. Carman Outstanding Teacher Award in 2007 (Dr. Duane Bolin). Unit faculty have also received state and national awards. Dr. Joe Baust received the Walter E. Jeske Award from the North American Association for Environmental Education in 2007. Mrs. Brenda Nix received the Outstanding Leader in Technology by the Kentucky Society for Technology in Education in 2008. Dr. Camille Serre was awarded the Kentucky Art Educator award in 2008. Dr. Pamela Wurgler received the Kentucky Music Education Association College-University Teacher of the Year Award in 2005. Dr. Jack Rose received the William T. Nallia Award from the Kentucky Association of School Administrators in 2008. Greg Gierhart, a lecturer in the College, was honored by students granting the Sigma Phi Epsilon Balanced Faculty Award in 2008. Dr. Jay Morgan the liaison faculty for the agriculture education program is also a faculty Regent for the University.

In the fall of 2007, Kentucky's Council on Postsecondary Education released results of a survey of recent graduates of Kentucky's public universities. Of 16 categories surveyed, MSU ranked first in 11 categories. The highest ranked areas were ‘instruction provided in major,’ ‘availability of faculty,’ ‘instruction and faculty,’ and ‘academic advising.’ Such candidate testimony affirms overall program quality by both the University and the Unit.

5. How does unit faculty systematically engage in self-assessment of their teaching?
At the conclusion of each semester, candidates evaluate the quality of instruction using standardized course evaluation forms from the University of Washington and written feedback from candidates. Scores for the teaching performance of faculty in the Unit are consistently high (individual faculty evaluations can be reviewed in the Dean's Office). As part of the process for tenure and promotion, faculty review course evaluations and other data to develop portfolios for tenure and promotion. The portfolios emphasize written reflection to demonstrate self-assessment for the improvement of instruction. Moreover, results from the 2007 Murray State University Senior Survey indicate that Unit graduates are positive about the quality of instruction they received in their degree programs, that they view the intellectual challenge of the program positively, and that they feel prepared for their chosen field of study.

6. (Optional) One or more tables and links to key exhibits related to faculty teaching could be attached here. Data in tables should be discussed in the appropriate prompt of 5b. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

Evidence for Standard 5b

See Attachments panel below.

5c. Modeling Best Professional Practices in Scholarship

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

Professional education faculty members demonstrate scholarly work related to teaching and learning as an integral part of their role as teacher educators. In that role, Unit faculty actively engaged in inquiry that ranges from knowledge generation, to exploration and questioning of theory and practice, to evaluating the application of current research to practice.

The table below summarizes the number and type of scholarly works and the number of faculty involved in each type of scholarly work. Totals were compiled by tabulating the number of faculty members who contributed one or more types of scholarly work. Analysis of the table conveys that scholarship is systematic and that the faculty submit their work for professional review and evaluation.

2. In what types of scholarship activities are faculty engaged? How is their scholarship related to teaching and learning? What percentage of the unit's faculty is engaged in scholarship? [NOTE: Review the definition of scholarship in the NCATE glossary]

Faculty members have engaged in numerous publication activities (journal articles, book chapters, conference proceedings, and educational kits) and have presented peer-reviewed papers and/or workshops at state, national, and international levels. International presentations include countries such as Belize, China, Egypt, Japan, Spain, and Venezuela. One faculty member taught five classes per day (High School, Middle School, and one class of teachers of English) for three weeks in Shaoguan, China, and then traveled during a week to Beijing and Shanghai during the summer of 2007. Clearly, the Unit’s professional education faculty maintains a scholarly reputation beyond the service region. See COE Faculty Productivity Reports for specific items.

In addition, a number of faculty members have secured federal and state grants that enable them to conduct research, explore best instructional practices, and collaborate with colleagues within and beyond
the institution. Grant dollars awarded to COE during the 2006-07 fiscal year were $1,964,599; grant dollars awarded during the 2007-08 fiscal year were $1,564,846. These funds supported various endeavors, such as environmental education, reading recovery, literacy development, school safety, middle school academic achievement, and numerous summer institutes to enhance teacher quality throughout the region. Furthermore, the Dean has annually underwritten mini-grants and funds for instructional materials. The purpose of the Dean’s Mini-Grants and materials funding is to support restructuring of courses, incorporate instructional technology best practices, promote dissemination of information, encourage collaborative grants, enhance diverse experiences and multicultural opportunities, prepare/remediate candidates to meet and pass required examinations, and purchase instructional materials that respond to identified needs. Sixteen mini-grants were awarded during the 2006-07 academic year for $21,393.83 and 41 mini/materials grants were awarded during the 2007-2008 academic year for $39,108.69. See COE Faculty Productivity Reports for specific items.

Faculty members have also been recognized for excellence in research and creative activity. The Unit sponsors a peer-reviewed award for Outstanding Research and Creative Activity that highlights and publicizes faculty work. The University Committee on Institutional Studies and Research (CISR) provides grant opportunities for faculty. On an average, two faculty members receive University funded CISR grants each year. In summary, Unit faculty demonstrate an exemplary record of modeling best professional practices in scholarship by maintaining a high level of scholarly productivity in an institution with teaching emphasis.

3. (Optional) One or more tables and links to key exhibits related to faculty scholarship could be attached here. Data in tables should be discussed in the appropriate prompt of 5c. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

<table>
<thead>
<tr>
<th>Optional Table for 5c2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence for Standard 5c</td>
</tr>
</tbody>
</table>

See Attachments panel below.

5d. Modeling Best Professional Practices in Service

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

As part of the institution’s and unit’s mission, faculty members are expected to engage in faculty service to committees and leadership positions at the university, college, and department levels; assignments related to P-12 schools; regional stewardship; and professional associations at the local, state, national, and international levels.

The table below summarizes the number and type of service activities and the number of faculty involved in each type of service activity. Totals were compiled by tabulating the number of faculty members who contributed one or more types of service activity. Analysis of the table conveys that service activities are systematic and consistent and that the faculty model professional practice in service.

2. In what types of service activities are faculty engaged? Provide examples of faculty service related to practice in P-12 schools and service to the profession at the local, state, national, and international levels (e.g., through professional associations). What percentage of the faculty is
actively involved in these various types of service activities?

A primary interest of the professional education faculty is that of service to public schools in the region. Faculty are heavily involved in mentoring first year teachers and administrators through the Kentucky Teacher Internship Program (KTIP) and the Kentucky Principal Internship Program (KPIP). They supervise participation programs and student teachers. They collaborate with public school teachers and administrators to improve instructional delivery systems by providing outreach classes, summer classes, institutes, workshops, and professional development opportunities on a wide range of topics. The active involvement of faculty with the professional world of practice in P-12 schools is documented and in faculty Individual Activity File (IAF) completed by all full time faculty each year for merit salary increases.

Faculty members provide leadership to professional organizations at local, state, national and international levels by serving as officers on board members for professional organizations, as program chairs for national conferences and as members of Kentucky Department of Education committees and task forces. They also serve on editorial review boards for state, national and international professional publications.

Many faculty members serve the campus community in a variety of leadership roles. They are appointed by the Dean or Provost to serve on such committees as the University Strategic Planning Committee, the Southern Association of Schools Steering Committee and the International Studies Advisory Board. Faculty members are also elected to various key campus leadership positions such as the Faculty Senate and the Academic Council – the primary leadership and governance bodies of the University.

3. (Optional) One or more tables and links to key exhibits related to faculty service could be attached here. Data in tables should be discussed in the appropriate prompt of 5d. (Links with descriptions must be typed into a Word document that can be uploaded here.)

Optional Table for 5d2

See Attachments panel below.

5e. Unit Evaluation of Professional Education Faculty Performance

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

Systematic and regular evaluation procedures are integral to program improvement of the Unit. Annual reviews, as mandated by MSU and COE policy, are conducted by faculty committees, department chairs, and the Dean in order to assess faculty development in the areas of teaching, scholarship, and service. Every full time faculty member is required to submit documentation in the format of a portfolio each year to document her or his productivity. A tenure portfolio and an Individual Activity File (IAF) are required to provide evidence of the faculty member’s teaching philosophy, efforts to improve teaching, student feedback and professional development activities. Collaborative efforts as well as the infusion of technology in teaching are emphasized. Probationary faculty meet with their department chair and the Dean to discuss their productivity regarding teaching, scholarship, and service.

2. How well do faculty perform on the unit’s evaluations? (A table summarizing faculty
performance could be attached at the end of Element 5e.)

Faculty perform well on Unit evaluations used to determine teaching quality and eligibility for promotion and tenure. Compiled scores on the University of Washington course evaluations for Unit faculty are higher or comparable to the University average. A recent Unit review of faculty evaluations also using the University of Washington course evaluation instrument revealed that Unit faculty on specific questions were scoring approximately 4 on a 5 point scale.

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

If a weakness is identified through the evaluation process, the department chair may recommend that the faculty member create a plan for improvement with department dollars provided for travel and professional development. Yearly reviews are written for probationary faculty, signed by faculty and a copy is filed in Dean’s office. The Dean’s office houses files for all Unit faculty including tenure and promotion information. Since the 2002 visit, guidelines to inform probationary faculty of the tenure and promotion process have been revised and distributed (checklist, evaluation, tracking). As a result of systematic efforts to provide feedback to improve performance and develop faculty professionalism, all Unit faculty who have applied for tenure and/or promotion since the last NCATE review have been successful.

Newly hired faculty are assigned mentors to assist them in evaluating their performance and progress toward tenure and promotion. Additional support is provided to new faculty through the University's New Faculty Orientation program. Kentucky Academy of Technology Education (KATE) provides technology sessions each year for new faculty in the use of instructional technology, an overview of the equipment provided in each Unit classroom, and a laptop computer in addition to the desktop computer provided in each faculty members office. Non-tenured faculty meet individually with the department committee, chair and the Dean and are provided written feedback concerning their progress from each administrative level on an annual basis. Specific guidelines for annual review, tenure, and promotion are located in the MSU Faculty Handbook and the College of Education Policy and Procedures Manual. Revised guidelines based on current faculty productivity for scholarship are being developed by a committee of the chairs, the Dean, and two tenured faculty members from each department. The guidelines will be used to establish a more descriptive set of procedures to assist Unit committees and faculty members in the promotion and tenure process.

### 4. (Optional) One or more tables and links to key exhibits related to the unit's evaluation of professional education faculty could be attached here. Data in tables should be discussed in the appropriate prompt of 5e. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

<table>
<thead>
<tr>
<th>Evidence for Standard 5e</th>
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See Attachments panel below.

### 5f. Unit Facilitation of Professional Development

**1. How is professional development related to needs outlined in faculty evaluations? How does this happen?**

Professional education faculty are encouraged to engage in a wide array of professional development...
activities with the Unit providing ample support to address identified needs. (See COE Policy 2.5A.) For example, while departments allocate approximately $250 per faculty member for travel each year, the Unit provided an additional $67,819 to support faculty travel to professional meetings during the 2006-2007 academic year. Faculty can also obtain additional travel support by submitting requests to the Provost's Office and the Committee on Institutional Studies and Research (CISR). Such support has permitted faculty to travel and present papers throughout the United States and in several countries.

Faculty can also participate in the Unit's mini-grant program which provides funds to encourage innovation in instructional activities, research, and partnerships developed around the topics of technology, diversity, and collaboration. Approximately $30,000 is offered each year to faculty in competitive grants of up to $2,000. The wish list is another Unit program that faculty can use to obtain needed instructional materials. The Dean’s office sends a notice early each spring asking faculty to submit a prioritized list of instructional materials they would like to provide for their students. Funds are used for software, books, manipulatives, tests, and protocols. In 2008, $25,000 was spent on a wide variety of materials.

2. What professional development activities are offered to faculty related to performance assessment, diversity, technology, emerging practices, and the unit's conceptual framework? What, if any, other professional development activities have been available to faculty over the past 2-3 years?

Opportunities for professional development are regularly provided to faculty members within and beyond the Unit. In recent years, the most extensive series of professional development has been offered by the KATE office. Examples of the types of professional development provided by KATE include immersion experiences, which allow faculty members to incorporate technology throughout one or more courses while revising teaching practices. These experiences are offered for faculty at all levels and provide effective ways for faculty members to impact candidate learning. Each semester, technology is incorporated into the COE retreat. Also, an extensive professional development calendar of offerings is developed each semester, based upon the needs identified by faculty members. These offerings not only address how to use specific technologies, but they also demonstrate how to infuse them in effective learning experiences. In addition to these scheduled offerings, ‘just-in-time’ professional development is available for faculty members in specific areas, such as the development of web resources, incorporating technology into courses or preparing for conference presentations. Through KATE grant initiatives, technology has been acquired that allows faculty to implement the new technological skills. Faculty members have been provided laptop computers, PDAs, and digital cameras to organize and support instruction. To facilitate faculty development in the use of instructional technology, eight faculty members were designated to act as technology mentors. These mentors work with peers in almost any area of instructional technology. In addition, faculty have received personalized technology troubleshooting, instructional software and other resources, such as projection devices for check out, all provided to enable faculty to model technology in instruction.

3. How often does faculty participate in professional development activities both on and off campus? [Note: Include adjunct/part-time, tenured, and non-tenured faculty, as well as graduate teaching assistants.]

The Unit supports professional development opportunities for all faculty members by providing financial resources to attend instructional conferences and workshops. Tenured and non-tenured faculty have equal access to resources to support development. For example, a non-tenured track faculty member has recently taken two trips to China as part of the University’s Travel Abroad program for faculty and supervised student teachers in Belize. A report of faculty activities in professional
development is linked. Many faculty in the Unit have participated in university-wide professional development from the Center for Teaching Learning and Technology (CTLT) with workshops in grant writing, BlackBoard development, and communication-across-the-curriculum course development. In fact, a number of Unit faculty have been leaders in such workshops with Dr. Joy Navan serving as a Teaching Scholar in Residence to mentor faculty across campus. All faculty are also invited to technology training offered through KATE and often program specific training is delivered by faculty to full-time and part-time faculty.

Overall, Unit faculty are qualified and model best professional practices in scholarship, service and teaching. Faculty are good teachers in an institution with a strong teaching mission. Faculty are reflective and selected ‘reflective decision-makers’ as the theme of the Unit’s Conceptual Framework. The mission of the Unit and of the faculty is to prepare candidates to work in schools as teachers or other school professionals and to become reflective decision-makers in a diverse, global society.

6. (Optional) One or more tables and links to key exhibits related to the unit's facilitation of professional development could be attached here. Data in tables should be discussed in the appropriate prompt of 5f. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

See Attachments panel below.

Optional

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

1-1. The Unit is particularly good at providing and supporting faculty in the use of instructional technology.

2. What research related to Standard 5 is being conducted by the unit?

2-1. The Unit is collecting data about faculty productivity to establish more objective guidelines for promotion and tenure.

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.

[NOTE: In this section, institutions must address (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus and distance learning programs.]

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

Authority within the University is articulated through a coherent and clearly articulated organizational structure (University Organizational Charts). The College of Education is one of six academic units that report to the Office of the Provost/Vice-President of Academic Affairs. Each academic unit subsequently develops a committee governance structure, with related procedures, that administers the mission of the Unit and that aligns with the mission and governance structure of the University. These structures are communicated through the University Faculty Handbook, the University Governance Guide, the COE Policy Manual, and related University and Unit organizational charts.

There are four divisions within the Unit: (1) Early Childhood and Elementary Education, (2) Adolescent, Career and Special Education, (3) Educational Studies Leadership and Counseling, and (4) Teacher Education Services. Related undergraduate and graduate programs are maintained in the same department to promote continuity within those programs. Similarly, Teacher Education Services (TES) coordinates the certification of initial and continuing programs. TES also coordinates field and clinical experiences at the undergraduate level. Graduate programs that are not extensions of undergraduate programs (Counseling, School Administration, School Psychology) are maintained in Educational Studies, Leadership and Counseling. The Unit committee structure provides representation from all departments and area public schools, as appropriate, regarding the oversight of P-12 programs. Additionally, the College Administrative Council (CAC) promotes shared decision making within the Unit and collaboration with University and other external groups. The CAC is composed of representatives of the Dean's office; the department chairs; and the directors of Teacher Education Services (TES), Kentucky Academy of Technology Education (KATE), and the Teacher Quality Institute (TQI). The CAC meets monthly to review and approve Unit policies and to organize and conduct strategic planning and continuous assessment.

2. What members of the professional community participate in program design, implementation, and evaluation? In what ways do they participate?

The management of programs is the responsibility of the department chair, but each program is also assigned a coordinator, who initiates faculty efforts to align programs to standards; to coordinate objectives, activities, assessments, technology, and materials for core courses; and to supervise continuous assessment of programs for improvement and reporting purposes. Graduate program coordination has received particular attention since the 2002 NCATE/EPSB visit. The NCATE/AACTE yearly reports document the progress of examining, evaluating, and revising the governance of graduate programs when it was determined that a change would improve the management of programs. Programs use advisory councils as part of this process. Coordinators of undergraduate programs collaborate with the department chairs and content area coordinators in other units, as appropriate. Coordinators of graduate programs collaborate with department chairs and the Unit Graduate Coordinator. Resulting program or course changes are routed through the Unit and University governance structures using consistent procedures. The Policy and Review Committee (PRC) approves all changes to certification programs with faculty representation from each College that houses a certification program. This comprehensive review process allows constituencies in the Unit and the University access to decisions that may affect their programs. Unit faculty are elected or appointed to governance structure committees at the Unit and University levels.

Collaboration with P-12 partners is highly valued and the professional community influences the design, implementation, and evaluation of programs by their participation on Unit standing committees and on program advisory councils. As appropriate, the Unit uses degreed practitioners as co-teachers or part-
time faculty to enhance programs for candidates. To support collaboration with school districts, the Unit Dean meets monthly with 28 superintendents representing districts with, and external to the service region of the University. A portion of each meeting is allocated to information about Unit initiatives and school district service needs. The Unit works closely with content area coordinators from other units and the Teacher Quality Institute to design, implement, and evaluate both initial certification and continuing education programs. Recent collaboration efforts have resulted in Summer Institutes, where content area teachers receive content specific professional development as part of graduate work. Content area coordinators meet with Unit faculty to examine Praxis data and to verify that coursework addresses all areas of Kentucky Curriculum. Unit faculty provide professional development for faculty in other departments of the University and for University partners.

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

The University and the Unit provide candidate access to advising and counseling services through a variety of University and Unit programs, including the COE Advising Center, Student Support Services, Counseling and Testing Center, University Center for Academic Advising, the First-Year Experience, Residential Colleges, and Health Services. Academic advising is an important function for each faculty member. The importance of advising is addressed in the MSU Faculty Handbook as an oversight function of department chairs and as a requirement of faculty members for both tenure and promotion. The COE Policy Manual (policy 3.1I) further clarifies the advising function for faculty to ensure emphasis, and data are collected with regard to advising for continuous improvement purposes.

4. 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 Unit’s recruiting and admission practices are clearly and consistently described in academic calendars, catalogs, publications, and advertising, which are accessible, accurate, and current. The Unit and University extend resources to actively seek undergraduate and graduate students (Office of School Relations, African-American Recruitment, TQI Minority Recruitment, Continuing Education and Academic Outreach). TES collaborates with University department advisors, Unit advisors, and the Advising Center to communicate and monitor admission to teacher education. The Unit monitors graduate admissions at the program level in collaboration with the University Registrar, the Unit Graduate Coordinator, and program coordinators.

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

Program materials are reviewed for approval under established policies and chain of command to ensure publication accuracy and currency.

6. (Optional) One or more tables and links to key exhibits related to unit leadership and authority could be attached here. Data in tables should be discussed in the appropriate prompt of 6a. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

   Evidence for Standard 6a

See Attachments panel below.
6b. Unit Budget

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?

Unit budgetary allocations are sufficient and equitable to other units on campus. The budget permits faculty teaching, scholarship, and service that extend beyond the Unit to P-12 education and other programs in the institution. The budget adequately supports on-campus and clinical experiences and is sufficient to support high-quality experiences. The University budgets for 2005/2006 and 2006/2007 illustrate equity between units; per credit hour comparisons to further illustrate equity among Colleges. The Unit supports faculty work on-campus and with P-12 partners in variety of ways. For example, to promote collaboration and innovation, approximately $20,000 of Faculty Mini-grants are funded each year. The Unit contributes over $100,000 toward professional travel and PD materials and over the past two years, $32,500 has been allocated by the Unit toward practicum expenses (see Unit Budget Summary). The Unit's KEPP Report Card prepared by the EPSB provides additional evidence of quality preparation for candidates. Past Quality Performance Indexes (QPI) also prepared by the EPSB, demonstrate that the Unit is ranked at the highest or near highest levels compared to other Kentucky teacher preparation programs (note, the QPI was suspended in 2006).

2. What changes to the budget over the past few years have affected the quality of the programs offered?

For the most part, state budget fluctuations have not affected the quality of programs, with the exception of the internship programs for new school principals and new teachers. Funding for the higher education component of internship programs has faced challenges in recent years and currently is in serious jeopardy of being eliminated.

3. (Optional) One or more tables and links to key exhibits related to the unit's budget could be attached here. Data in tables should be discussed in the appropriate prompt of 6b. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

Evidence for Standard 6b

See Attachments panel below.

6c. Personnel

1. What are the institution's workload policies? What are the unit's workload policies? What is included in the workloads of faculty (e.g., hours of teaching, advising of candidates, supervising student teachers, work in P-12 schools, independent study, research, and dissertation advisement)? How do workload policies differentiate between types of faculty positions?

The University (faculty handbook, page 70) and the Unit have clear workload policies that address faculty responsibilities for the purpose of encouraging and enabling faculty engagement in professional
activities, including professional contributions at the local, state, national, and international levels (COE Policy Manual, 03.1G). Online courses are defined as part of normal faculty load (COE Policy Manual, 03.1G). Supervision loads of student teachers are limited in terms of the number of candidates. Student teaching and other clinical supervision loads are factored into faculty load. Part-time and clinical faculty are used as needed to either meet needs in limited programs or to enhance course delivery by experience or location. In either case, planning is collaborative and instruction is monitored. The Unit provides ample clerical and technical support to faculty. Professional development is supported by the Unit through support for faculty travel and initiatives. Instructional technology needs are typically met on-site and on-demand. Furthermore, COE Policies (03.1H) permit faculty with approval to pursue professional engagement parallel to existing workload or through release time.

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

Undergraduate workloads are limited to 12 credit hours and graduate workloads to 9 credit hours. Supervision of five student teachers is equivalent to three credit hours in teaching. The Unit supports advisement through the COE Advising Center as well as checklists and advising sheets that help assigned advisors provide correct and consistent information. The Unit encourages faculty to maintain close contact with advisees and to respond promptly and accurately to advisee inquiries (COE Policy 03.1I). Recent survey data indicate that advising is meeting students' needs.

3. To what extent do workloads and class size allow faculty to be engaged effectively in teaching, scholarship, and service (including time for such responsibilities as advisement, developing assessments, and online courses)?

Load policies encourage faculty to be active professionally at the local, state and national levels, as evidenced by faculty vitae and Faculty Load Summary.

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?

A balance of full-time and part-time faculty is strategic to provide candidates a balance of academic and practitioner perspectives (see Faculty Load Analysis). Part-time faculty often are leaders in their districts and fields and interaction of full and part time faculty keep programs relevant. The Unit strongly supports professional development activities for both part-time and full-time faculty. When adjunct faculty members are employed by the Unit to teach courses and to supervise student teachers, systematic efforts are made to coordinate and standardize instruction through adjunct meetings. The instruction of courses taught by adjunct faculty is monitored through course evaluations, portfolios and comprehensive exam results. The Unit currently budgets for nine graduate assistants to assist faculty with research projects, data entry or other clerical help. Only on a limited basis, and under careful supervision, may graduate assistants provide instructional support for faculty in laboratories and field experiences.

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

The Unit faculty are supported by staff at all instructional locations. Each department is assigned secretarial support, graduate students and student workers. The Unit also provides highly-trained technology personnel in the Kentucky Academy for Technology Education (KATE) who assist faculty in the use of instructional technology; a director and specialists in the Office of Teacher Education Services; off-campus coordinators/faculty members and clerical support; and University resources such
as the Center for Teaching, Learning, and Technology (CTLT).

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

The Unit sponsors technology professional development, workshops and speakers, as well as monetary support for individual faculty (see Unit Budget Summary). The University and the Unit support international travel for faculty members, as well as travel to professional meetings, trainings and conferences. Minigrants are provided by the Unit to encourage research and instructional innovations. The University’s Committee on Institutional Studies and Research (CISR) provides small grants for research. The University and the Unit support travel for faculty to present research and Presidential grants provide more substantial grants to complete projects such as books. The Unit and the University support travel to professional meetings, trainings and conferences. Minigrants are provided by the Unit to encourage research and instructional innovations. The University’s Committee on Institutional Studies and Research (CISR) provides small grants for research.

7. (Optional) One or more tables and links to key exhibits related to personnel could be attached here. Data in tables should be discussed in the appropriate prompt of 6c. (Links with descriptions must be typed into a Word document that can be uploaded here.)

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See Attachments panel below.

6d. Unit facilities

1. How adequate are unit facilities--classrooms, faculty offices, library/media center, and school facilities--to support teaching and learning? [Note: Describe facilities on the main campus as well as the facilities at off-campus sites if they exist.]

The University has outstanding on-campus and off-campus facilities that provide exceptional instructional and administrative spaces. The COE serves candidates on-campus in Alexander Hall, and off-campus at four additional sites: Paducah Regional Campus, Hopkinsville Regional Campus, Madisonville Regional Campus, and Henderson Regional Campus. All facilities are staffed with support personnel who coordinate materials and respond to faculty and student needs.

The university library provides off-campus facilities through a variety of services, including the Interlibrary Loan program, which delivers university resources to regional campus sites free of charge. The electronic databases and card catalog (RACERTrac) can be accessed from any Internet connection via a portal, which enables access to students at regional campus sites. The Unit maintains a curriculum library in Alexander Hall, which offers a variety of curriculum guides and supplementary materials. The collection is accessible from off-campus to support the regional sites that are also funded by Continuing Education to build their own collections.

Technology resources are abundant both in classrooms and in laboratory spaces of the facilities. The Unit ensures that in addition to appropriate hardware, that appropriate software resources are in place to support candidate preparation through both modeling and practice. Classrooms are configured to support instructional technology, with assets such as networked teacher and student workstations, Smartboards/Symphodiums, document cameras, and mounted LCD projectors.
KATE is housed in Alexander Hall and serves as a resource for the Unit and the state. This is a distinct advantage to the Unit as a sophisticated level of professional development is provided for faculty, staff, students, and partner school district educators in the latest instructional technology software and pedagogy.

2. (Optional) One or more tables and links to key exhibits related to unit facilities could be attached here. Data in tables should be discussed in the appropriate prompt of 6d. (Links with descriptions must be typed into a Word document that can be uploaded here.)

| Evidence for Standard 6d |

See Attachments panel below.

6e. Unit resources including technology

1. What information technology resources support faculty and candidates? What evidence shows that candidates and faculty use these resources?

The Unit has the resources to offer candidates and faculty high quality instructional technology experiences. The Unit has been successful in acquiring external funding to meet the needs of undergraduate and graduate students, as well as school district partners. The allocation of personnel and technology across the Unit creates capacity to meet Unit goals, inclusive of technology to implement the Unit's continuous assessment plan. The Unit has established the instructional technology capacity of faculty and of students through professional development and models the use of instructional technology for school district partners. University library resources are current and accessible in a variety of ways, and the Unit supplements with a stand-alone resource and curriculum library housed in the Unit.

During the period from the 2002-2003 AY through the 2006-2007 AY, the Unit secured $10.2 million in external resources to compliment the $23.4 million allocated by the university to the Unit, an addition of 44% to the Unit allocation by external funds. As the external resources acquired are sizeable in proportion to the Unit budget, the Unit has established Centers as support structures to direct the allocation of resources and services for the larger projects. The centers include Center for Environmental Education, Kentucky Center for School Safety (Post-secondary), Center for Gifted Studies, Center for Excellence in Teaching Science and Mathematics Utilizing Environment as an Integrating Context (EIC), Center for Middle School Academic Achievement, Kentucky Reading Project, and Kentucky Academy for Technology Education (KATE).

The Unit provides faculty and students with a state-of-the-art technology infrastructure and support. Offices and classrooms are equipped with current hardware and the software equivalent to public school partners. This allows our students to utilize the same platforms in preparation that they will use in the classroom. LCD projectors, Smartboards, teacher workstations and a student workstation are in each classroom, with wireless laptops available for student use. Technology is supported and professional development provided through the KATE. Blackboard, Enterprise version is seamlessly integrated with a campus-wide license for Elluminate to provide exceptional reliability, speed, and confidentiality within the distance learning delivery system. Unit faculty use technology resources as evidenced by the database that KATE complies of technology requests. The database is available for review and is located in the KATE office.

2. What resources are available for the development and implementation of the unit's assessment system?
Continuous assessment is essential for program quality and accurate and timely data is essential for candidate and program decision-making. The Unit database (COESIS) synchronizes multiple databases to ensure accurate entrance and exit information is available for advising and program reporting purposes. The Unit works through coordinators to compile annual continuous assessment reports, thereby ensuring outcomes are monitored. LiveText is used in both graduate and undergraduate programs to facilitate ongoing assessment of student progress through the review of artifacts and reflections against program standards. The KATE staff, comprised of technical personnel, web personnel, instructional technology specialists, and a trained staff of student workers, support the Unit’s information technology infrastructure. Personnel are available to help administrators and faculty use information technology for data collection and decision making. KATE hosts professional development for the Unit faculty and for partner school districts across Kentucky and designs and supports instructional resources, such as the TICK system.

3. What library and curricular resources exist at the institution? How does the unit ensure they are sufficient and current? How does the unit ensure the accessibility of resources to candidates, including candidates in off-campus and distance learning programs, through electronic means?

The University and Unit provide library resources that can be accessed on-site or online from any Internet connection. Many materials are available on-line, while others may be accessed through Interlibrary Loan, which is provided free of charge to the regional campus locations. The Unit houses a curriculum library of current textbook and instructional materials staffed by a full time librarian and open to all education candidates when classes are in session. The database of these materials is also available on-line. The 2 + 2 programs are funded by the College of Education and the Center for Continuing Education with both sharing the cost of salaries and technology and instructional resources. The College of Education provides the professional development for coordinators and adjuncts and the Center provides staff support such as secretaries and technology assistance at the 2 + 2 campus sites. With respect to instructional resources and technology, every attempt is made to maintain parity among programs, regardless where they are located. The Unit has the leadership, authority, budget, personnel, facilities, and resources to prepare candidates to meet professional, state and institutional standards.

4. (Optional) One or more tables and links to key exhibits related to unit resources, including technology, could be attached here. Data in tables should be discussed in the appropriate prompt of 6e. (Links with descriptions must be typed into a Word document that can be uploaded here.)

Evidence for Standard 6e

See Attachments panel below.

Optional

1. What does your unit do particularly well related to Standard 6?

I-1. The Unit maximizes allocated resources and obtains external grants to purchase technology and other educational resources to support faculty initiatives to enhance student learning. Alexander Hall is one of the finest educational facilities in the southeast.

2. What research related to Standard 6 is being conducted by the unit?
2-1. Kentucky Academy of Technology Education (KATE) conducts research on faculty and K-12 teacher use of instructional technology.