



**FAYETTEVILLE STATE
UNIVERSITY**

SCHOOL OF EDUCATION

**National Council for Accreditation
of Teacher Education**

**Institutional Report
Continuing Accreditation Visit
April 21-25, 2007**

*“The preparation of knowledgeable, reflective and caring
education professionals who support student learning,
within a context of family and community participation,
for a diverse, technological, and global society”*

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The Institutional Report is as an integral part of the National Council for Accreditation of Teacher Education (NCATE) continuing reaccreditation process. It provides a discussion of the initial and advanced levels of accredited programs in the School of Education at Fayetteville State University. Each program is committed to preparing candidates who are *knowledgeable, reflective, and caring education professionals dedicated to student learning and family participation in a diverse, technological, and a global society.*

The development of this report is indicative of the self-renewal and commitment of the School of Education, Fayetteville State University, and its collaborative partners.

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TABLE OF CONTENTS

OVERVIEW OF THE INSTITUTION	7
OVERVIEW OF THE SCHOOL OF EDUCATION	7
MAJOR CHANGES	8
CONCEPTUAL FRAMEWORK	11
DESCRIPTION AND DEVELOPMENT OF THE UNIT’S CONCEPTUAL FRAMEWORK	11
STRUCTURAL ELEMENTS OF THE CONCEPTUAL FRAMEWORK	12
VISION AND MISSION OF THE INSTITUTION AND THE UNIT	12
PHILOSOPHY, PURPOSE AND GOALS	13
KNOWLEDGE BASES	14
CANDIDATE PROFICIENCIES AND.....	15
ALIGNMENT WITH STANDARDS	15
SYSTEM BY WHICH CANDIDATES ARE ASSESSED	15
STRUCTURE PROVIDED BY THE CONCEPTUAL FRAMEWORK FOR	16
MEETING NCATE STANDARDS	16
SHARED VISION.....	16
COHERENCE	16
PROFESSIONAL COMMITMENTS AND DISPOSITIONS	16
COMMITMENT TO DIVERSITY	17
COMMITMENT TO TECHNOLOGY	17
CANDIDATE PROFICIENCIES ALIGNED WITH PROFESSIONAL AND STATE STANDARDS	18
SUMMARY	18
STANDARD 1: CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS	19
CONTENT KNOWLEDGE FOR TEACHER CANDIDATES.....	19
CONTENT KNOWLEDGE FOR OTHER PROFESSIONAL SCHOOL PERSONNEL	28
PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE AND SKILLS FOR TEACHER CANDIDATES	34
PROFESSIONAL KNOWLEDGE AND SKILLS FOR OTHER SCHOOL PERSONNEL.....	38
ELEMENT 1.6: DISPOSITIONS FOR ALL CANDIDATES	39
ELEMENT 1.7: STUDENT LEARNING FOR TEACHER CANDIDATES.....	43
ELEMENT 1.8: STUDENT LEARNING FOR OTHER SCHOOL PERSONNEL.....	44
SUMMARY	45
STANDARD 2: ASSESSMENT SYSTEM AND UNIT PROGRAM EVALUATION	46
ASSESSMENT	46
DATA COLLECTION, ANALYSIS, AND EVALUATION	53
DATA ANALYSIS.....	54
USE OF DATA FOR PROGRAM IMPROVEMENT	55
SUMMARY	58
STANDARD 3: FIELD EXPERIENCES AND CLINICAL PRACTICE	58
ELEMENT 3.1: COLLABORATION BETWEEN UNIT AND SCHOOL PARTNERS	58
ELEMENT 3.2: DESIGN, IMPLEMENTATION, AND EVALUATION OF FIELD EXPERIENCES.....	62
ELEMENT 3.3: CANDIDATES’ KNOWLEDGE, SKILLS, AND DISPOSITIONS	66
SUMMARY	69

STANDARD 4: DIVERSITY	70
ELEMENT 4.1 DESIGN, IMPLEMENTATION, AND EVALUATION	70
ELEMENT 4.2: EXPERIENCES WORKING WITH DIVERSE FACULTY	77
ELEMENT 4.4: EXPERIENCES WORKING WITH DIVERSE STUDENTS IN P-12 SCHOOLS	80
STANDARD 5: FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT	82
ELEMENT 5.2: MODELING BEST PROFESSIONAL PRACTICES IN TEACHING	83
ELEMENT 5.3: MODELING BEST PROFESSIONAL PRACTICES IN SCHOLARSHIP	85
ELEMENT 5.4: MODELING BEST PROFESSIONAL PRACTICES IN SERVICE	85
ELEMENT 5.5: COLLABORATION	86
ELEMENT 5.6: UNIT EVALUATION OF PROFESSIONAL FACULTY PERFORMANCE	87
ELEMENT 5.7: UNIT FACILITATION OF PROFESSIONAL DEVELOPMENT	88
STANDARD 6: UNIT GOVERNANCE AND RESOURCES	90
ELEMENT 6.1: UNIT LEADERSHIP AND AUTHORITY	90
ELEMENT 6.2: UNIT BUDGET	94
ELEMENT 6.3: PERSONNEL	94
ELEMENT 6.4: UNIT FACILITIES	97
ELEMENT 6.5: UNIT RESOURCES INCLUDING TECHNOLOGY	98

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LIST OF TABLES

Overview of the Institution

Table O.1	New Positions	7
Table O.2	Reorganization of Graduate Programs	7
Table O.3	New Programs	7
Table O.4	Curricular Changes	8
Table O.5	Program Review Status	8

Conceptual Framework

Table CF.1	Revision of the Conceptual Framework	11
------------	--------------------------------------	----

Standard 1

Table 1.1	Average GPA of Candidates Admitted to Teacher Education	19
Table 1.2	Unit Pass Rates on PRAXIS II Tests	20
Table 1.3	Unit Pass Rates on School Leadership Licensure Assessment	20
Table 1.4	Average GPA for Admission to Student Teaching	20
Table 1.5	Content Knowledge: Student Teacher Evaluation	22
Table 1.6	Content Knowledge: Graduate and Employer Survey	23
Table 1.7	Content Knowledge: Employer Survey	24
Table 1.8	Content Knowledge (Advanced)	26
Table 1.9	Pedagogical Content Knowledge: Student Teacher Evaluation	30
Table 1.10	Professional and Pedagogical Knowledge: Student Teacher Evaluation	34

Standard 2

Table 2.1	Program Requirements and Assessments (Initial)	48
Table 2.2	Program Requirements and Assessments (Advanced)	48
Table 2.3	Overview of Key Assessments	49
Table 2.4	Assessment Driven Changes (Candidate)	55
Table 2.5	Assessment Driven Changes (Unit Operations)	56

Standard 3

Table 3.1	Coursework and Field Experiences at the Initial Level	61
-----------	-------------------------------------------------------	----

Standard 4

Table 4.1	Progression of Candidate knowledge about Diversity (Initial)	71
Table 4.2	Diversity in Program Courses (Advanced)	75
Table 4.3	Full-Time University Faculty by Gender	77
Table 4.4	Full-Time University Faculty by Ethnicity	77
Table 4.5	Faculty Demographics	77
Table 4.6	Candidate Demographics	78
Table 4.7	Demographics of Clinical Sites for Initial and Advanced Programs	79

Standard 5

Table 5.1	Qualified Faculty	81
-----------	-------------------	----

Standard 6

Table 6.1	Participation in Program Design, Implementation, and Evaluation	91
Table 6.2	Fayetteville State University Budget	93
Table 6.3	Budget by School or College	93
Table 6.4	Support Personnel for the School of Education	95
Table 6.5	Technology Budget	97

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OVERVIEW OF THE INSTITUTION

Fayetteville State University is a public comprehensive university which offers 24 baccalaureate degrees, 45 master's degrees and a doctorate degree in Educational Leadership. It is one of 16 public institutions comprising the University of North Carolina System and is North Carolina's second oldest state-supported institution of higher education. The university is located in the northeastern part of the city on a 156-acre campus with 50 additional acres adjacent to the campus. The City of Fayetteville, located in southeastern North Carolina, has a population of 175,000 and is the sixth largest city in the state. The proximity of Fayetteville State University to Ft. Bragg and Pope Air Force Base (approximately 10 miles) allows for accessibility of university program offerings for military personnel.

Fayetteville State University is a Historically Black University with 6300 students enrolled as of fall 2006. Of the 6,300 students, 73% percent are African American, 1% American Indian, 2% Asian, 4% Hispanic, and 17% white. The institution confers approximately 1,000 undergraduate and graduate degrees annually. There are over 200 full-time faculty members with 93% percent of the faculty holding terminal degrees. Forty-four percent of the faculty are tenured and 53% are on a tenure track. The student to faculty ratio is 20 to 1.

OVERVIEW OF THE SCHOOL OF EDUCATION

The university began as a teacher's college and has a legacy of preparing teachers. The School of Education is the designated administrative unit for teacher education programs at the institution and is organized into four departments: 1) Elementary Education; 2) Middle Grades, Secondary, and Special Education; 3) Health, Physical Education, and Human Services; and 4) Educational Leadership and Foundations. There are 43 full-time faculty members in the School of Education. The unit offers 13 B.S. degree programs, 10 M.Ed. programs, an MSA degree program and a doctorate in Educational Leadership. All teacher education programs are accredited by NCATE and the NC State Board of Education.

The majority of the courses offered in the unit are face-to-face courses; however, an increasing number of courses are delivered through distance education. All education programs have developed and/or have offered on-line courses. All degree levels, bachelor's, master's, and doctorate, offer on-line courses. There are no programs in the unit that are completely on-line at this point.

MAJOR CHANGES

The unit has experienced multiple changes in its administration since the 2002 visit. Since the last visit, the unit has had three deans. Dr. Marion Gillis-Olson served as dean from fall 2002 to spring 2004. Dr. Gillis-Olson assumed the position of Provost and Vice-Chancellor for Academic Affairs at the university summer 2004 and remained in that position until summer 2005. Dr. Joseph F. Johnson was appointed Dean of the School of Education summer 2004 through summer 2006. Dr. Johnson had previously served as dean from 1997 to 2002. Dr. Johnson was appointed Director of the Ed.D. program fall 2006 at which time Dr. Ernest McNeill became Interim Dean of the School of Education. Before assuming the dean's position, Dr. McNeill served as Chair of the Department of Middle Grades, Secondary, and Special Education. Dr. Gennifer C. Bell was appointed chair of the Department of Educational Leadership and Foundations fall 2005. There were also two interim chairs appointed fall 2006. Dr. Charletta Barringer-Brown was appointed Interim Chair, Department of Middle Grades, Secondary, and Special Education and Dr. Gloria Elliott was selected to serve as Interim Chair in the Department of Health, Physical Education and Human Services. Table O.1 describes new positions added since the last visit.

Table O.1: New Positions

Position	Rationale	Year
Assistant Vice-Chancellor for Academic Affairs	To provide support to colleges/schools seeking national accreditation	Fall 2006
Teacher Recruitment Specialist/Advisor	To support the UNC System 's efforts to increase number of teachers in NC in math, science, and minority male representation	Fall 2006

Table O.2 illustrates the change in the structure of the graduate programs at the institution.

Table O.2: Reorganization of Graduate Programs

Level	Change	Rationale	Year
Graduate All colleges/schools	From centralized Graduate Studies to a de-centralized Graduate Studies	Allow each college/school to establish its own graduate program and have oversight over programs	2005

Three new programs were added to the unit since the last visit. Table O.3 shows the additions.

Table O.3: New Programs

Level	Addition	Rationale	Date of 1 st Enrollment
Master's	Master of Arts in	Allow alternative	Fall 2006

	Teaching	licensure candidates an opportunity to combine licensure and the master's degree	
Bachelor's A-level	B.S. Art Education A-level Art Education	Responding to requests from principals for art licensure	Spring 2006
Add-on A-level	English as Second Language	Responding to growing need for ESL teachers	Pending

The unit revised programs to offer more options to candidates and to reduce the number of hours in the program. Table O.4 displays the revisions.

Table O.4: Curricular Changes

Program	Change	Rationale	Year
B.S. Physical Education B.S. Health	<u>Program addition</u> Add new non-teaching program tracks to B.S. programs in health and P.E.	Provide additional options for candidates in the programs	2003
B.S. Elementary Ed	<u>Program addition</u> Add reading as 2 nd academic concentration	Strengthen reading skills of k-6 and 6-9 candidates to help improve reading in P-12 schools	2004
B.S. Elementary Ed	<u>Program addition</u> Add Core Academic Studies as 2 nd academic concentration	Strengthen skills of k-6 and 6-9 candidates to help improve learning in P-12 schools	2004
B.S. Elementary Ed	<u>Program addition</u> Add special ed as 2 nd academic concentration	Strengthen skills of k-6 and 6-9 candidates to help improve learning in P-12 schools	2004
B.S. Middle Grades	<u>Program revision</u> Reduce hours in 2 nd academic concentration from 24 to 18	Shorten time candidates complete requirements	2004
A-level Special Ed	<u>Program revision</u> Revise existing A-level from 3 areas to 1	Reduce number of licensure areas; make it easier for principals to hire special ed teachers	2004

All teacher preparation programs are approved by the NC Department of Public Instruction. Table O.5 displays the programs, program levels, and state approval status.

Table O.5: Program Review Status

Program Name	Award Level (e.g., B.S., B.S. M.Ed.)	Program Level (initial or advanced)	No of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs (e.g., State or NAEYC)	Program Report Submitted For Review (Yes/No)	State Approval Status (e.g. approved or provisional)	National Recognition Status by NCATE
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Biology	B.S.	Initial	7	*NCDPI	No	Continuing	N/A
Biology	M.Ed.	Advanced	2	NCDPI	No	Continuing	
Ed Lead	Ed.D.	Advanced	45	NCDPI	No	Continuing	N/A
Elementary	B.S.	Initial	129	NCDPI	No	Continuing	N/A
Elementary	M.Ed.	Advanced	21	NCDPI	No	Continuing	
English	B.S.	Initial	5	NCDPI	No	Continuing	N/A
English	M.Ed.	Advanced	4	NCDPI	No	Continuing	
Health Education	B.S.	Initial	5	NCDPI	No	Continuing	N/A
Marketing Education	B.S.	Initial	6	NCDPI	No	Continuing	N/A
Math	B.S.	Initial	23	NCDPI	No	Continuing	N/A
Math	M.Ed.	Advanced	2	NCDPI	No	Continuing	
Middle Grades Education	B.S.	Initial	20	NCDPI	No	Continuing	N/A
	M.Ed.	Advanced	12	NCDPI	No	Continuing	N/A
Music Education	B.S.	Initial	11	NCDPI	No	Continuing	N/A
Physical Education	B.S.	Initial	13	NCDPI	No	Continuing	N/A
Reading	M.Ed.	Advanced	12	NCDPI	No	Continuing	N/A
School Admin	M.S.A.	Advanced	63	NCDPI	No	Continuing	N/A
Social Sciences Education	B.S.	Initial	36	NCDPI	NO	Continuing	N/A
Social Sciences Educ.	M.Ed.	Advanced	4	NCDPI	No	Continuing	N/A
History		Advanced		NCDPI	No	Continuing	
Political Science		Advanced		NCDPI	No	Continuing	
Sociology				NCDPI	No	Continuing	
Spanish	B.S.	Initial	7	NCDPI	No	Continuing	N/A
Special Education Learning Disabilities	M.Ed.	Advanced	16	NCDPI	No	Continuing	N/A
Mental Disabilities	M.Ed.	Advanced	14	NCDPI	No	Continuing	
Behavioral Disabilities	M.Ed.	Advanced		NCDPI	No	Continuing	
Emotional Disabilities	M.Ed.	Advanced		NCDPI	No	Continuing	
General Curriculum	A-Level	Initial	8	NCDPI	No	New Licensure Area	
			15				
Vocational Business Education	B.S.	Initial	16	NCDPI	No	Continuing	N/A

CONCEPTUAL FRAMEWORK

Description and Development of the Unit's Conceptual Framework

The conceptual framework for the School of Education can be summarized in the statement, “*the preparation of knowledgeable, reflective and caring education professionals who support student learning, within a context of family and community participation, for a diverse, technological, and global society.*” The conceptual framework emphasizes five essential attributes for the development of a successful educator. Our graduates are knowledgeable and reflective professionals; have the ability to work with families and communities as partners to student learning; have respect for diversity and individual worth; possess technological competence and the ability to apply it to educational applications; and demonstrate caring dispositions and ethical responsibility. The conceptual framework, explained by belief statements (philosophy) that are grounded in knowledge, has been a guiding force for program development, review, and assessment for over a decade. The conceptual framework embodies the standard by which programs unit-wide are developed, evaluated, and revised. It represents our system of beliefs, our values, and practices that determine how we instruct and interact with candidates, P-12 educators, students, and families. The framework is periodically reviewed for its currency and relevance to our philosophy, unit, institution, and state initiatives and guidelines.

The original conceptual framework was developed in 1990. In preparation for the NCATE 2002 continuing accreditation visit, the existing framework was scrutinized and revised to ensure its consistency with the new performance-based standards adopted by NCATE in 2000. Through unit and university-wide meetings held prior to the 2002 accreditation review, stakeholders concluded that the beliefs embodied in the original framework were consistent and congruent with performance-based assessment. In reality, the NCATE 2000 standards opened up many opportunities for the unit to examine and re-examine its practices. Major changes in the 2002 conceptual framework focused on integrating more performance-based assessments with traditional assessments, expanding the conceptual framework theme to reflect the role of educational leadership majors, and determining transition points for initial and advanced candidates.

Following on the heels of the successful 2002 NCATE visit, the unit faced an additional challenge, which was to ensure that the new standards adopted by the state of North Carolina in 2002 were compatible with the beliefs and proficiencies outlined in its current framework. To that end, the unit decided to review the standards of all applicable national and professional organization standards, as well as the new NC standards, to ensure their consistency with the unit's framework. In the fall of 2004, a subcommittee of the Conceptual Framework Committee began to review the 2002 conceptual framework—and its alignment to current state and NCATE standards. The subcommittee consisted of four faculty from the School of Education and one of our graduates. Table CF.1 summarizes the work that has been done since the last visit to review and revise the unit's conceptual framework.

**Table CF.1: Review and Revision of the Conceptual Framework
in Preparation for the 2007 NCATE Visit**

Fall 2004	Reviewed conceptual framework for currency, relevance, and consistency with state and NCATE standards
Spring 2005	Aligned candidate proficiencies with state, national, and professional standards
Fall 2005	Reviewed conceptual framework vision to provide a more accurate description of what our candidates would achieve for the future.
Fall 2005	Revised and expanded the unit philosophy
Fall 2005	Revised the Student Teacher Evaluation to reflect the state and national standards, and to assess the conceptual framework candidate proficiencies
Fall 2005	Revised the Graduate and Program Completer Survey to include the conceptual framework candidate proficiencies
Fall 2005	Developed a Dispositions Checklist
Fall 2005	Added content and pedagogical content knowledge as candidate proficiencies in the conceptual framework to assure continuous assessment of candidate performance
Spring 2006	Held a Steering Committee Meeting to review status of conceptual framework
Spring 2006	Developed an Employer Survey and included the conceptual framework candidate proficiencies
Summer 2006	Held Joint Steering Committee and Conceptual Framework Committee Meeting to review draft of conceptual framework
Summer/Fall 2006	Distributed draft of conceptual framework to stakeholders
Fall 2006	Continued reviewing and revising conceptual framework by all stakeholders

STRUCTURAL ELEMENTS OF THE CONCEPTUAL FRAMEWORK

Vision and Mission of the Institution and the Unit

The conceptual framework reflects the mission of both the institution and the unit. The primary mission of Fayetteville State University is to provide quality education to its students through a basic liberal arts foundation, specialized professional training, and specific graduate programs. Committed to excellence in teaching, research, and service to the community, the university seeks to prepare its students and graduates with meaningful and productive lives. In doing so, Fayetteville State University strives to produce creative thinkers and leaders who will reach beyond current intellectual and cultural boundaries to become change agents for shaping the future of the nation and the world.

In support of the mission of Fayetteville State University, the School of Education is committed to educating and preparing individuals at the undergraduate and graduate levels for professions in the fields of education, research, and service. The unit seeks to prepare knowledgeable, reflective, and caring professionals who have the knowledge, skills, and dispositions to support student learning, within a framework of family and community participation for a diverse, technological, and global society. The school is further committed to providing leadership in teacher education throughout the region, state, and nation.

The unit's vision is to prepare knowledgeable, reflective and caring education professionals for teaching and leadership roles in a global society. The term "global society" is related to General Administration of the UNC System's strategic directions and the university's long-range planning initiatives of "preparing candidates for a changing, challenging, and interdependent global society."

Philosophy, Purpose and Goals

The School of Education communicates a common philosophy that is embodied in our conceptual framework. The philosophy, which guides the conceptual framework, is anchored in our belief statements, as described below. Our philosophy is broad-based and is grounded in prototypes which are inspired by researchers, theorists and the wisdom of practice. These views and beliefs about teaching and learning help the School of Education maintain a unified purpose for preparing teacher candidates.

The unit not only prepares candidates for today's educational settings, but also for tomorrow's educational settings which will be carried out in a more global and technological world than exists today. Realizing that, the unit strives to assure that candidates have the requisite knowledge, skills, and dispositions that will serve them in educational settings of today as well as in the future.

Above all, we focus on learning and the learner and the concomitant factors that are inherent in the learning process. Associated with learning and the learner is the unquestioned premise that candidates should have rigorous preparation in content and pedagogical content knowledge, instructional strategies, assessment techniques, and attitudes and behaviors of effective teachers (Cruickshank & Haefele, 2001; Darling-Hammond & Youngs, 2002; Stronge, 2002). Our candidates should reflect on their instruction and subsequent instructional decisions. We believe that constructing one's own meaning out of knowledge is the essence of learning and the focal point of constructivism. Our programs stress that candidates should be meaning makers whose role is to help students connect new knowledge to prior knowledge, and to set the stage for the learner (Piaget, 1960; Vygotsky, 1978; Arends, 1997; Castle, 1998; Clark, 1995). A major focus of our program is to help candidates understand the importance of thinking and learning throughout life.

We believe that helping candidates develop the necessary skills to involve families and communities as partners in P-12 education is essential to teaching in schools today and in the future (Evans-Schilling, 1996; Harvard Family Research Project, 1997). We further believe that we must prepare our candidates to have a realistic understanding of the diverse and complex nature of contemporary families so that they can work successfully with families to support student learning. We acknowledge that student learning is the primary responsibility of the teacher but we recognize that student learning must include a tripartite—school, family, and community—in order for student learning and achievement to be sustained. We also recognize that our candidates must be able to

communicate effectively with all students and families across the spectrum of diverse cultures and backgrounds.

We view both candidate and classroom diversity as a strength and endorse the acceptance, valuing, and respecting of individuals from all cultural and linguistic backgrounds. Furthermore, we embrace the beliefs that all students can learn and learn in different ways and at different rates (Kauchak & Eggen, 2005; Ryan & Cooper, 2000). We believe that it is incumbent upon the unit to design programs that advance the values, attitudes, and skills that teachers need to be fair and effective with all students (Nieto, 1996). We also believe that people of this world are now virtual neighbors, as we are brought into closer proximity by modern technologies. Our candidates should feel comfortable with various cultures, and should be able to interact with international colleagues on topics relative to their disciplines. The concept of a global perspective should be infused in our curriculum, especially as candidates prepare to student teach abroad.

We adhere to the philosophy that technology should be integrated into the various aspects of the planning, teaching, researching, and the assessment process. The unit supports the application of technology to improve instruction, promote student learning, and respond to the needs of special learners.

We believe that candidates' dispositions play an important role in shaping their teaching practices and how they approach their students (Richardson, 1996). Candidates are prepared to model those dispositions that demonstrate understanding, valuing, and compassion when talking to and interacting with parents, families, and students. Our candidates model professionalism, ethical behavior and responsibility, and understand that they are responsible for the education, safety, and well being of children in their classrooms (Noddings, 1992).

We believe that research should be the basis for practice. Our candidates investigate classroom practice and theories linked to teaching and learning and their role as educational leaders in establishing supportive learning environments.

The purpose of the unit is to prepare candidates who are knowledgeable about their subject matter and the teaching process, and use this knowledge to help students succeed academically and improve family support of education in a technological and global society.

Knowledge Bases

The unit's vision is predicated upon the belief that we prepare knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. Our candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society. The

knowledge base represents and is organized around the philosophical and theoretical underpinnings of the five key tenets of the conceptual framework (knowledgeable and reflective professionals; working with families and communities; respect for diversity and individual worth; technological competence and educational applications; and caring dispositions and ethical responsibility). A fuller description of the knowledge bases can be found beginning on page 6 of the Conceptual Framework, Exhibit CF.2).

Candidate Proficiencies and Alignment with Standards

Our conceptual framework integrates state, national and professional organization standards, which include the North Carolina Core, Diversity, Technology, and Specialty Area standards, and other specific content area standards; INTASC; NBPTS; and NCATE 2000 standards. (See Conceptual Framework, Appendix A, p. 25).

The School of Education has also developed a set of proficiencies that candidates are expected to have mastered at the completion of their programs. The proficiencies are organized under the five attributes mentioned above (see Conceptual Framework, pp. 12-13). Mastery of these proficiencies is determined through the unit assessment system, as described below.

System by which Candidates Are Assessed

Candidate knowledge, skills, and dispositions are measured by the unit assessment system and are linked to the conceptual framework and state and national standards. The assessment system provides a venue for assessing whether candidates have acquired the knowledge, skills, and dispositions linked to the conceptual framework themes, “knowledgeable and reflective, working with families, respect for diversity, technological competence, and caring dispositions and ethical responsibility.” As noted above, the specific outcomes expected for candidates under each of these categories are delineated in statements of candidate proficiencies in each area.

As documented under Standard 2, the unit assessment system is organized around the alignment of the conceptual framework themes, the state and national standards, and the assessments which have been selected to demonstrate that initial candidates have acquired the knowledge, skills, and dispositions outlined in state and national standards at each transition point.

STRUCTURE PROVIDED BY THE CONCEPTUAL FRAMEWORK FOR MEETING NCATE STANDARDS

Shared Vision

The vision and mission of the unit describe a highly qualified candidate who can improve student learning in P-12 schools today and in the future. The mission and vision of the unit express the belief that candidates are committed to student learning, family participation, respect for diversity, technological competence, and ethical responsibility. The unit's mission and vision statements complement the institution's mission through its commitment to knowledge ("highly qualified graduates"); commitment to families, particularly families whose cultures differ from the candidates' own ("go beyond cultural boundaries"); and in preparing candidates for a diverse, technical global society ("...committed to producing learned global citizens and leaders"). (Excerpts are from Fayetteville State University's proposed vision statement as stated in its 2006-2011 Strategic Plan). The terms "highly qualified" and "reaching beyond current cultural boundaries" resonate throughout the mission and vision statements of both the unit and institution. The thematic elements and philosophy that explain the conceptual framework are clearly articulated and supported by knowledge, as described above.

Coherence

The conceptual framework and its organizing themes serve to link all of the components of unit operations and program delivery, for the initial and advanced programs, and are evident throughout the program. Each element of the conceptual framework is incorporated throughout the entire program (see Conceptual Framework, p. 15, for a fuller discussion of the coherence provided by the conceptual framework).

Professional Commitments and Dispositions

The organizing themes of our conceptual framework that describe the attributes of successful education professionals (that they be knowledgeable and reflective, able to work with families and communities, technologically competent, have respect for diversity, and model caring dispositions and ethical responsibility) underscore what we believe candidates should know and be able to do, and reflect our commitments to knowledge, teaching competence, and student learning. The theme, "Caring Dispositions and Ethical Responsibility," solidifies our commitment to the dispositions we believe our candidates should demonstrate.

The unit has developed a Dispositions Checklist that identifies expected dispositions for initial and advanced candidates in the following areas: professional competence, professional responsibilities, professional dispositions, and professional integrity. For

initial candidates, dispositions are assessed at admission to teacher education and at program completion. Dispositions are assessed by the course instructor, the cooperating teacher and the candidate, depending on the transition point.

Master of Education and Ed.D. candidates are assessed for dispositions during the admission process and after admission. Master of Education candidates are assessed for dispositions after admission (continuing in the program) and during program completion. Course instructors and advisors work with the candidates to address or correct dispositions that hinder their ability to be successful as professional educators.

Commitment to Diversity

The conceptual framework underscores our commitment of preparing candidates who accept and value differences and build on the students' strengths. Respect for diversity and individual worth are beliefs that are prevalent throughout the conceptual framework, including the unit mission and vision statements, its philosophy, and its statements of candidate proficiencies.

The unit demonstrates its commitment to diversity in two ways. First, program design and delivery assure candidates have the knowledge, skills, and dispositions to ensure success for all students, including students with diverse abilities, learning styles and needs, cultural, linguistic, and socioeconomic backgrounds. Second, the unit assures that candidates enrolled in its programs experience interaction with diverse faculty, candidates, P-12 students and that these experiences are in diverse settings. Unit and program assessments also incorporate the themes of diversity as they relate to professional and state standards in this area.

Commitment to Technology

The unit's commitment to technology is demonstrated in several ways. One of the components of our conceptual framework is Technological Competence and Educational Applications. We believe that the candidates' technological competence must be incorporated into the application of technology into teaching and learning. The conceptual framework candidate proficiencies address acquiring technological competence, various uses of technology, and ensuring equitable and effective student access to available technology resources.

Technology permeates the initial and advanced programs through coursework, field experiences, and professional development. (See Conceptual Framework, pp. 17-18, for a detailed examples of technology integration across programs).

Faculty also model the use of technology. Technology is used in on-line courses (Blackboard), web-enhanced courses, Power Point presentations, discussion board, and research. Faculty participate in professional development pertaining to technology through the Teaching and Learning Center, grants, workshops and presentations.

Candidate Proficiencies Aligned with Professional and State Standards

All of our programs reflect our conceptual framework. In designing our programs and assessments, the unit has always adhered to institutional, state, and national guidelines and standards to identify the knowledge, skills, and dispositions that candidates should acquire. Aligning candidate proficiencies with state and professional standards assures that teacher candidates receive the knowledge, skills, and dispositions endorsed by state and national agencies. The North Carolina core, diversity, technology and specialty area standards are highly correlated with national professional standards in each area.

As a component of the unit's overall assessment system, faculty in each program participate in and complete a program assessment plan. The process requires faculty to integrate and align state and professional standards in their course syllabi. In this way, candidates become thoroughly familiar with the professional standards to which they are held accountable.

SUMMARY

The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological and global society. The conceptual framework also depicts the process which the unit will follow in preparing its candidates.

Through our philosophy, which is congruent with the institution's and the unit's mission, the conceptual framework provides direction for our curriculum and programs. It clearly identifies the knowledge base which undergirds our curriculum and programs; what the unit will teach (based on state and national standards); explains how the unit will teach (based on our knowledge base and sound research practices); why it teaches as it does and why these strategies will yield the required results for our knowledgeable, reflective, and caring professionals. It reiterates its commitments to diversity and technology and delineates the dispositions, attitudes, and values we believe that our candidates should demonstrate.

The unit's philosophy helps shape our conceptual framework themes and the knowledge base on which the candidate proficiencies, assessments, and evaluation measures are based. Our themes are knowledgeable and reflective, working with families and communities, respect for diversity and individual worth, technological competence and educational applications, and caring dispositions and ethical responsibility. These candidate proficiencies are accomplished through teaching, research, and service.

In short, our conceptual framework was collaboratively developed, has been shared with all stakeholders, is coherent, knowledge-based, and consistently evaluated and updated.

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, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Introduction

The School of Education has dedicated its efforts to preparing caring education professionals who have the knowledge, skills, and dispositions to help all students learn. The unit's dedication to preparing candidates includes producing candidates who demonstrate the core values and principles delineated in the conceptual framework. The conceptual framework is based on state and national standards and clearly describes the knowledge, skills, and dispositions candidates must demonstrate. Five themes are emphasized from the conceptual framework: knowledgeable and reflective education professionals; working with families and communities; respect for diversity and individual worth; technological competence and educational applications; and caring dispositions and ethical responsibility. Through these values, themes and beliefs expressed in the conceptual framework and state and national standards, the unit strives to produce knowledgeable, reflective and caring education professionals dedicated to student learning within the context of family and community participation, for a diverse, technological, and global society.

The candidate proficiencies outlined in the conceptual framework focus on content knowledge, pedagogical content knowledge, professional and pedagogical knowledge, skills, dispositions, and impact on student learning. Candidates have to provide evidence of meeting state and national standards and of helping P-12 students learn. In 2002, the state of North Carolina adopted performance-based Program Approval Standards, NC Core, Diversity, Technology and Specialty Area Standards for initial and advanced programs. These standards address many of the proficiencies reflected in national and professional organization standards. Candidates must provide evidence of meeting the NC standards as well. Both the initial and advanced programs have been aligned with national and professional organization standards.

The unit was accredited in 2002 by both NCATE and the NC Department of Public Instruction. Currently, the unit is approved by the state of North Carolina and will be reviewed by both NCATE and NCDPI during the concurrent continuing accreditation and program approval visit.

Content Knowledge for Teacher Candidates

Initial Level

The unit assures that candidates have the in-depth knowledge of the subject matter they plan to teach, and that candidates demonstrate their knowledge through inquiry, critical

analysis, and synthesis of the subject. All elementary, middle grades, health and physical education, and business and marketing education candidates must complete 18-24 hours in a second academic concentration. Candidates must also meet academic content area examinations where required.

Candidates begin the development of their content knowledge, through the University College (general education) core curriculum, which provides candidates with a broad foundational background and knowledge and skills that they will apply to their academic major. Knowledge of content is stressed throughout the program. To be admitted to teacher education, students must complete the 45 semester hour core curriculum which includes coursework in English, critical thinking, speech, health/physical education, math, natural sciences, social sciences, and humanities.

Candidates must have an overall cumulative GPA of 2.5 in the 45-hour core curriculum, and meet the state of North Carolina’s passing scores on the reading, math, and writing sections of the PRAXIS I tests to be admitted to teacher education. All candidates must have a cumulative minimum GPA of 2.5 for admission to teacher education. There are no exceptions for admission to teacher education for the 2.5 GPA. Candidates not meeting the PRAXIS I requirements are referred to the PRAXIS Lab and other tutorial services. Advisors work with their candidates to help them improve their GPAs. (Candidates may substitute acceptable scores of 1100 or higher from the SAT or 24 or higher from the ACT in lieu of PRAXIS I scores.)

These two measures assure that candidates have adequate foundational content knowledge to enter the program. Candidates’ success on these two measures over the past two years is demonstrated in the tables below. Table 1.1 demonstrates that the average admission to teacher education GPA (for all programs) is 3.50 out of a possible 4.00, well above the 2.50 GPA required for admission.

Table 1.1: Average GPA of Candidates Admitted to Teacher Education

Program	Data	Fall 2004 N= 52	Spring 2005 N= 44	Fall 2005 N= 50	Spring 2006 N= 22
Elementary	Average Cumulative GPA 3.49	3.49	3.59	3.59	3.29
Middle Grades	Average Cumulative GPA 3.46	3.58	3.72	3.01	3.54
Secondary	Average Cumulative GPA 3.37	3.47	3.43	3.11	3.47
K-12	Average Cumulative GPA 3.36	3.22	3.49	3.05	3.68

Table 1.2 shows the pass rate of candidates on PRAXIS II.

**Table 1.2: Unit Pass Rate on Content Tests for Initial Teacher Preparation
For Period 2002-2004-PRAXIS II**

Program	# of Test Takers	% Passing at State Cut Score	Overall Pass Rate for All Institutions in the State
Elementary	83	73(88%)	95%
Special Education	220	220(100%)	100%
Reading	8	8(100%)	100%

Table 1.3 displays the pass rates for Master of School Administration candidates.

**Table 1.3: Unit Pass Rates on Content Tests for Other School Personnel
For Period 2003-2006-SLLA**

Program	# of Test Takers	% Passing at State Cut Score	Overall Pass Rate for All Institutions in the State
Master of School Administration	73	100%	100%

Obtaining content knowledge is an ongoing process and candidates continue to develop content knowledge throughout their program. It is during field experiences that candidates take the content knowledge learned in classes and apply this content knowledge in ways which help all P-12 students learn. Coursework is designed to provide rigorous content knowledge and to enhance instructional planning, development, and implementation skills. Candidates complete lesson plans and develop a variety of assessments for P-12 students in methods courses. Course syllabi describe the content knowledge candidates have to acquire. Candidates have opportunities to integrate technology into their teaching and apply technological competence to their teaching specialty areas. Admission to student teaching requires that candidates maintain a minimum 2.5 GPA, and complete all requisite course work. Table 1.4 shows GPAs for elementary, middle grades, secondary and K-12 candidates at admission to student teaching over the past two years.

Table 1.4: Average GPA for Admission to Student Teaching

Program	Data	Fall 2004	Spring 2005	Fall 2005	Spring 2006	
Elementary	Average Cumulative GPA	N= 27 3.62	N=20 3.53	N= 30 3.32	N=25 3.42	3.45
Middle Grades	Average Cumulative GPA	N= 2 3.35	N=4 3.50	N=11 3.54	N=9 3.66	3.51
Secondary	Average Cumulative GPA	N=19 3.45	N=15 3.61	N=14 3.44	N=13 3.42	3.48
K-12	Average Cumulative GPA	N=3 3.46	N=2 3.26	N=2 3.58	N=2 2.94	3.31

As Table 1.4 demonstrates, the average GPA across all programs at admission to student teaching is 3.44, well above the required cumulative GPA of 2.50. No candidate can be admitted to student teaching without having a cumulative GPA of 2.5. There are no exceptions to the cumulative 2.5 GPA for admission to student teaching.

Lesson plans provide an opportunity for candidates to relate their content knowledge to state and national standards and teaching. Candidates can demonstrate their ability to link content, instruction, and assessment. During spring 2006, unit faculty wanted to assure that candidates could provide evidence of preparation in planning, implementing, and assessing student learning prior to student teaching. Methods faculty combined their lesson plan format and developed a common rubric for assessing candidate's ability to plan and deliver instruction to P-12 students. The acceptance levels of the rubric are "distinguished," the highest level (3), "acceptable," the next highest level (2), and "developing" (1). Data are available for 21 students for spring 2006.

There are several components in the Lesson Plan Rubric which address content knowledge. Indicators for content knowledge include candidates "having in-depth knowledge of the content they teach" and "can clarify and explain major concepts in the discipline." One hundred percent of the 21 candidates were rated as "acceptable" on "having in-depth knowledge of the content they teach." One hundred percent of the 21 candidates were rated as "acceptable" on "can explain major concepts in the discipline." The results from the Lesson Plan Rubric indicate that candidates possess the content knowledge delineated in the state, national, and professional organization standards at the "acceptable" levels.

Before candidates can complete their programs, they must provide evidence of meeting all course requirements and field experiences. Through multiple evaluations from cooperating teachers and university supervisors, the unit receives evidence of candidate knowledge of content. Table 1.4 illustrates candidate performance on content knowledge during student teaching from fall 2004 to spring 2006.

Cooperating teachers and university supervisors (N=179) gave candidates ratings of "distinguished"(N=137;77%) and "proficient"(N=42; 23%) for "identifies major concepts of the subject." For "describes relationships between concepts," 21 percent (N=36) were rated "distinguished," 77 percent (N=138) were rated "proficient," and two percent (N=5) were rated "satisfactory."

Table 1.5 shows that candidates have strong content knowledge in "identifying major concepts of subject" and in "describing relationships between concepts."

Table 1.5: Content Knowledge: Exit Criteria (Student Teacher Evaluation)

Conceptual Framework Themes	Year/Semester	Satisfactory	Proficient	Distinguished
Knowledgeable & Reflective				
Content Knowledge ...identifies major concepts of subject	Fall 2004 N=37		(5) 14%	(32) 86%
	Spring 2005 N=53		(18) 34%	(35) 66%
	Fall 2005 N=40		(10) 25%	(30) 75%
	Spring 2006 N=49		(9) 19%	(40) 81%
Total F2004-S2006	N=179		N=42 23%	N= 137 77%
Conceptual Framework Themes	Year/Semester		Proficient	Distinguished
Knowledgeable & Reflective				
...describes relationships between concepts...	Fall 2004 N=37		(28) 76%	(9) 24%
	Spring 2005 N=53	(2) 4%	(40) 75%	(11) 21% %
	Fall 2005 N= 40		(30) 75%	(10) 25%
	Spring 2006 N=49	(3) 6%	(40) 82%	(6) 12%
Total F2004-S2006	N=179	N= 5 2%	N=138 77%	N=36 21%

The Instructional Technology Portfolio is another source of evidence of candidate content knowledge. The portfolio performance levels are “distinguished” (4), “proficient” (3), “satisfactory” (2), and “basic” (1). Candidates must earn ratings of 3 or 4 for each component of the portfolio. The portfolio includes a component on content knowledge. Content knowledge is demonstrated through candidates’ reflective journals, lesson and unit plans, and technological competence. The average score for 93 candidates (fall 2004-spring 2006) was 3.51 out of a possible score of 4.0 on content knowledge for the Instructional Technology Portfolio. All candidates received ratings of 3 or higher on each component to demonstrate content knowledge.

PRAXIS II scores show that, as a unit, candidates meet the state pass rate of 70 percent and in many areas the number of candidates passing the test exceed the state requirement for programs. PRAXIS II is not a requirement for admission to student teaching but it is a requirement for initial licensure for elementary education and special education majors (Exhibit 1.4). PRAXIS II is a requirement for individuals adding reading to their continuing license. Candidate performance on PRAXIS II demonstrates their content knowledge.

The unit administers the Graduate and Program Completer Surveys to candidates to determine the effectiveness of our programs. Table 1.6 reflects 189 candidates' assessment of their achievement of content knowledge from fall 2004-spring 2006. One hundred and seventy-two of the 189 graduate and program completers rated their preparation in content knowledge on the survey at a high level of proficiency. Ninety-one percent (N=172) "strongly agreed" and nine percent (N=17)"agreed" that they possessed the content knowledge outlined in state and national standards. All candidates agreed that they possessed the content knowledge outlined in state and national standards. Table 1.6 describes candidates' assessment of their achievement of content knowledge.

Table 1.6: Content Knowledge Graduate and Program Completer Survey

Conceptual Framework Themes	Year/Semester	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
Knowledgeable & Reflective						
Content Knowledge ..have proficiency in content I plan to teach.	Fall 2004 N=33	(30) 91%	(3) 9%			
	Spring 2005 N= 54	(50) 93%	(4) 7%			
	Fall 2005 N=50	(48) 96%	(2) 4%			
	Spring 2006 N= 52	(51) 98%	(1) 2%			
Total F2004-S2006	N=189	N= 179 95%	N=10 5%			
Conceptual Framework Themes	Year/Semester					
Knowledgeable & Reflective						
...know major concepts of my subject matter.	Fall 2004 N=33	(30) 91%	(3) 9%			
	Spring 2005 N=54	(52) 96%	(2) 4%			
	Fall 2005 N= 50	(49) 98%	(1) 2%			
	Spring 2006 N= 52	(51) 98%	(1) 2%			
Total F2004-S2006	N=189	N = 182 96%	N=7 4%			

Employers were asked to complete a survey on their perception of the performance of our candidates. Between fall 2004 through fall 2005, 104 employers out of 118 rated candidates as "well prepared" (90%) on "know the content in his or her specialized area." One hundred and ten employers (93%) ranked candidates as "well prepared" on "uses theories that promote the success of all students." Employers rated all teacher candidates

as “very well prepared” and “well prepared” in content knowledge. Table 1.7 displays employers’ perceptions of the candidate’s performance.

Table 1.7: Content Knowledge Employer Survey

Conceptual Framework Proficiencies	Year/ Semester	Very Well Prepared (5)	Well Prepared (4)	No Basis to Judge	Not Well Prepared (2)	Poorly Prepared (1)
Knowledgeable & Reflective						
Statements ..know the content in his or her specialized area	Fall 2004 N=36	(2) 6%	(34) 94%			
	Spring 2005 N=47	(12) 25%	(35) 75%			
	Fall 2005 N= 35		(35) 100%			
Total F2004-S2006	N= 118	N=14 10%	N=104 90%			
Conceptual Framework Themes	Year/ Semester					
Knowledgeable & Reflective						
...uses theories that promote the success of all students	Fall 2004 N=36	(7) 19%	(29) 81%			
	Spring 2005 N=47		(47) 100%			
	Fall 2005 N= 35	(1) 3%	(34) 97%			
Total F2004-S2006	N=118	N= 8 7%	N= 110 93%			

Advanced Level

Candidates seeking the Master of Education degree (M.Ed.) have earned bachelor degrees from accredited universities and are expected to engage in scholarly inquiry, be able to solve problems, analyze relationships, synthesize and summarize ideas, read more extensively and intensively, and engage in research. Candidates develop and refine their content knowledge through coursework and field experiences. The Master of Education includes programs in biology, elementary, middle grades, English, mathematics, history, political science, reading, sociology, and special education.

The M. Ed program is based on the NC Standards for the Master’s Degree License. It is designed for licensed teachers and includes rigorous preparation in the subject matter or licensure area in which candidates currently teach or plan to teach. Candidates have opportunities to expand their content, pedagogical content, professional and pedagogical knowledge and dispositions by engaging in coursework and field experiences that are rigorous, challenging, and focus on research. The Master of Education program includes 36 hours. Candidates take 12 hours in education and 21 hours in biology, elementary

education, middle grades, English, mathematics, history, political science, sociology, reading, and special education. Advanced candidates investigate topics such as instructional practices, case studies, and assessment. Candidates have already satisfied PRAXIS II prior to admission.

Graduate candidates complete a product of learning (action research project, thesis, or portfolio) to fulfill the requirements for the M.Ed. Graduate programs are approved by the NC Department of Public Instruction and the next review period will occur during the NCATE/ NCDPI concurrent continuing accreditation visit. All candidates must meet GPA, GRE or Miller Analogies Test (MAT) requirements for admission. At the identified transition points, candidates are assessed on all of these measures.

Transcripts help provide evidence that the candidate has had a thorough preparation in content knowledge. GPAs and scores on the MAT provide evidence of content knowledge for candidates. Candidates take the MAT for admission purposes. The average MAT score is 38. Reference letters contain an indication about an applicant's ability to do graduate work. To date, all candidates have been recommended "with confidence" and no candidates have been recommended with reservation according to their reference letters.

The GPA required for admission to the M.Ed. is 2.50, and candidates must maintain a 3.00 GPA to continue in the program. The average GPA at admission is 3.51 which is five points above the state average of 3.46 for admission to the M.Ed. programs.

EDUC, READ, SPED 698 candidates in the M.Ed. program complete a portfolio (Exhibit 1.6) to respond to the NC master's standard, Instructional Expertise. The performance levels for the portfolio are "above standard," (3), "at standard," (2), and "below standard," (1). Candidates must receive ratings of 2 or higher on each component of the portfolio. Of 49 program candidates (2004-2006), the average rating on reflections (Instructional Expertise N=42) falls in the "above standard" (85%) category. Content knowledge, NC Standard 4, is assessed through the portfolio as well. Seventy-eight percent of the candidates were rated "above standard" in content knowledge. READ 698 candidates have multiple opportunities to display content knowledge while completing their portfolio.

The unit uses the product of learning (portfolio, thesis, action research project) to determine if candidates have achieved the knowledge, skills, and dispositions delineated in the conceptual framework and in state and national standards. The portfolio includes several components which address content knowledge: Standard 1, Instructional Expertise, Standard 3, Research Expertise, and Standard 4, Content Knowledge. Candidates also respond to Teacher as Researcher (READ 698) to document content knowledge. Analysis of portfolio entries between fall 2004-spring 2006 indicated that of the 49 candidates (N=42) who completed the Instructional Expertise portfolio component, 85 percent were rated "above standard."

NC Standard 4, Content Knowledge, is assessed in EDUC, READ, and SPED 698. Eighty-eight percent (N= 43) of the 49 candidates were rated "above standard" for

“demonstrating advanced depth and breadth of knowledge and skills in the academic discipline and in education,” as demonstrated in a scholarly paper. Additionally, 94 percent of the 49 candidates were rated “above standard,” and 6 percent “at standard” for journal article critiques. SPED 698 candidates complete text chapters in Technology Text. Table 1.8 illustrates the performance of candidates on NC Standard 4.

Table 1.8: Content Knowledge

Standard 4	Year/ Semester	Below Standard	At Standard	Above Standard
Conceptual Framework Themes				
Knowledgeable and Reflective				
Candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education	Fall 2004 N= 8		(2) 25%	(6) 75%
	Spring 2005 N= 13		(1) 8%	(12) 92%
	Fall 2005 N= 13			(13) 100%
	Spring 2006 N= 15		(3) 20%	(12) 80%
Total F2004-S2006	N=49		N=6 12%	N=43 88%
Conceptual Framework				
Knowledgeable and Reflective				
Candidate understands current knowledge and trends in education	Fall 2004 N= 8		(8) 100%	
	Spring 2005 N= 13		(11) 85%	(2) 15%
	Fall 2005 N= 13			(13) 100%
	Spring 2006 N= 15		(12) 80%	(3) 20%
Total F2004-S2006	N=49		N=31 88%	N=13 12%

The School of Education surveys graduates, program completers, and employers about the teacher preparation program. Graduates and program completers are asked to provide information about their content knowledge. Ninety-five percent of the 140 candidates from fall 2004 to spring 2006 (N=133) “strongly agreed” that they were proficient in their content area and five percent (N= 7) “agreed” that they were proficient in their content area.

Employer surveys from fall 2004 to spring 2005 indicated that the majority of employers believed that candidates were “well prepared in their content preparation.” Of the 49 employers who returned surveys, 79 percent (N=39) indicated that our graduates were “very well prepared” and

“know the content in their specialized area.” For “used theories that promote the success of all students,” 76 percent of the 49 employers (N=37) rated candidates as “very well prepared,” and 24 percent of employers ranked candidates as “well prepared on that component.”

All advanced candidates were rated “above standard and “at standard” for demonstrating evidence of content knowledge from portfolio assessment, graduate and employer surveys. Master of Education candidates received ratings on the portfolio entries of “above standard” and “at standard” for content knowledge. Graduates on the Graduate and Program Completer Survey “agreed” that they were “proficient in their content knowledge and employers rated candidates as “well prepared” in content knowledge in their specialized area. Candidates possess the content knowledge defined in state, national and professional organization standards.

Content Knowledge for Other Professional School Personnel

There are two degrees offered in the unit for other professional school personnel: MSA (Master of School Administration) and the Doctor of Education (Ed.D.) in Educational Leadership. These programs are designed to meet state, national, and professional education standards, and to assure that candidates know the essential concepts and principles of their fields. These programs are currently accredited by NCATE and the NC Department of Public Instruction and will be reviewed during the concurrent NCATE/NCDPI continuing accreditation visit.

The content knowledge for Master of School Administration (MSA) and the Doctor of Education (Ed.D.) candidates is influenced by the unit’s conceptual framework and by the NC Standards for Educational Leaders. Course content includes curriculum design, implementation, and evaluation; organizational theory; social issues that impact schools; finance, legal issues, action research projects, and portfolios. There is a strong emphasis on research throughout the program. Candidates complete a comprehensive exam and MSA candidates also take the School Leaders Licensure Assessment (SLLA).

To be admitted to either program, candidates must provide evidence of having an earned baccalaureate degree from an accredited institution with a minimum GPA of 2.75 for the MSA, and 3.50 for the Ed.D. Most candidates enroll in the program with GPAs that exceed the program’s minimum requirement. An analysis of GPAs from admission data (fall 2003 to spring 2006) reveals that the majority of candidates entering the MSA program had GPAs of 3.30 which is above the minimum GPA of 2.75. (The state average GPA for the Master of School Administration program is 3.26.) Doctoral candidates enter the program with an average GPA of 3.77.

The majority of MSA candidates take the Miller Analogies Test (MAT) for admission to the program. The state average score on the test is 43

Candidates for the MSA, as an entry requirement, complete an interview. The interview is divided into two parts: oral and written (essay). Eighty-five percent or 62 of the 73 candidates enrolled in the program between spring 2004 and spring 2006 were rated “acceptable” for the essay component of the interview. The essays provide information about the writing skills of entering candidates and make information available to the program about the quality of prospective candidates. Scores from the oral interview indicated that 78 percent of the 73 candidates (N= 57) received ratings of “acceptable” and 22 percent (N=16) were ranked at the “target” level on “speaking and reasoning.”

Candidates must maintain the required GPA for their program and must make satisfactory progress during the internship. The internship is evaluated at specified intervals by the course instructor and the site administrator (principal). Between fall 2004 and spring 2006, all 51 doctoral candidates received “acceptable” on content knowledge for Standards 1 and 2.

The comprehensive exams include the knowledge-base of courses taught in the MSA and address issues of content knowledge. Candidates receive a numerical rating for each component on the exams and the raw scores for each part of the examination is converted using the established numerical scale. The level of proficiency for each component is “acceptable” or “unacceptable.” Candidates must receive a passing score of 70 percent. In general, the pass rate for 73 MSA candidates between fall 2004 through spring 2006 has been above the 70% passing score for first time test-takers, with candidates scoring at the “acceptable” level for each component.

Two surveys, the Graduate and Program Completer Survey and the Employer Survey, are also used to assess the quality of the program. On the Graduate and Program Completer Survey, 100 percent of the six doctoral candidates who completed the survey “strongly agreed” that they had “proficiency in their specialized area.” Ninety seven percent of the 35 MSA candidates (N=34) “strongly agreed” that they had proficiency in the “content they plan to teach” and three percent “agreed.” Employers rated 12 MSA candidates (92%) and six doctoral candidates (100%) as “very well prepared” and rated one MSA candidate as “well prepared” for “know the content in their specialized area”.

Candidates also demonstrate their knowledge of content through the School Leaders Licensure Assessment (SLLA). Master of School Administration candidates must complete this assessment to become licensed as a principal in the state. The program has had a 100% pass rate by its candidates since the first administration of the test. All of the assessments, GPA, MAT, interview, comprehensive exams, graduate and employer surveys come together to show that MSA and Ed.D. candidates possess the content knowledge defined in state, national and professional organization standards.

1.1 Pedagogical Content Knowledge for Teacher Candidates

Initial Level

The School of Education provides opportunities for candidates to develop an extensive knowledge of planning lessons and selecting instructional strategies in their specialty area courses. The discipline-specific methods courses help candidates develop a repertoire of instructional strategies and assessments during these courses. Special emphasis is placed on designing lessons which enhance learning for diverse P-12 students. Assignments include developing lesson plans, reflecting (analyzing) on their actions and adjusting instruction as warranted. Candidates practice aligning objectives, activities, and assessments. Faculty assess candidates on their ability to present content in ways that P-12 students can relate to and understand. Technology integration is enhanced in methods courses as well.

The specialty area courses strengthen candidates’ content knowledge and their pedagogical content knowledge. After candidates are admitted to teacher education, they build on the pedagogy learned in the professional education courses and connect the general pedagogy with the specialty area pedagogical content knowledge. Candidates engage in a variety of field experiences prior to student teaching. Pre-service candidates have an opportunity to practice their craft at the university during course work and during early field experiences. During student

teaching, candidates use technology in online discussions and as a venue for completing assignments, especially the Instructional Technology Portfolio. Candidates also provide evidence of developing culturally responsive instruction and assessment. Lesson plans that candidates prepare are designed to provide support for P-12 students to develop content and the pedagogical content knowledge of the subjects they are taking and plan to teach. Candidates' lesson plans are assessed by the Lesson Plan Scoring Rubric.

Candidates are introduced to pedagogy in the introductory course, EDUC 211 Lab Experiences in Area Schools. Candidates in special education take SPED 480 The Exceptional Student Field Experience. EDUC 211 and SPED 480 provide candidates with a broad knowledge of pedagogy or instructional strategies. The courses, which have a field experience component, focus on teaching in general and helping candidates decide if this is a profession that they would like to pursue.

Once admitted to teacher education, courses and field experiences are designed to help candidates acquire the pedagogical content knowledge in their specialty areas. Courses are designed to help candidates gain in-depth knowledge in planning, implementing, and assessing instruction. Candidates learn to reflect on their actions and make decisions based on the information. Emphasis is placed on developing culturally sensitive instruction and assessments.

In methods courses and in student teaching, candidates design lesson plans appropriate for diverse learners and teach these lessons. The lessons are assessed using the Lesson Plan Scoring Rubric. Of the 21 candidates assessed during spring 2006 for Lesson Planning, 71 percent (N=15) were rated "acceptable" and 29 percent (N=6) "distinguished" for the criterion "lesson has a clear, observable learning objective, appropriate for the lesson." For Instructional Procedures, "uses a variety of strategies and resources" and "provides for differentiated learning," 76 percent of 21 candidates (N=16) received ratings at the "acceptable" level and 24% (N=5) were rated "distinguished."

Cooperating teachers and university supervisors assess candidates during student teaching with the Exit Criteria (Student Teacher Evaluation). Aggregated results for the criterion "provide multiple explanations and instructional strategies" illustrate that 76 percent of 179 candidates were rated as "distinguished," 23 percent "proficient," and one percent "satisfactory." The results of evaluations from fall 2004 to spring 2006 are displayed in the Table 1.9.

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Table 1.9 : Pedagogical Content Knowledge Exit Criteria (Student Teacher Evaluation)

Conceptual Framework Themes	Year/Semester	Satisfactory	Proficient	Distinguished
Knowledgeable & Reflective Respect for Diversity Technological Competence				
Pedagogical Content Knowledge ..provides multiple explanations & instructional strategies so all students can learn	Fall 2004 N=37		(9) 24%	(28) 76%
	Spring 2005 N=53	(3) 2%	(13) 25%	(37) 73%
	Fall 2005 N=40		(10) 25%	(30) 75%
	Spring 2006 N=49		(10) 20%	(39) 80%
Total F2004-S2006	N=179	N=(3) 1%	N=42 23%	N=134 76%
Conceptual Framework Themes	Year/Semester	N=	Proficient	Distinguished
Knowledgeable & Reflective Respect for Diversity Technological Competence				
Plans activities based on learning styles to reach “whole child”	Fall 2004 N=37		(4) 11%	(33) 89%
	Spring 2005 N=53	(3) 5%	(11) 21%	(39) 74%
	Fall 2005 N=40	(3) 7%	(8) 20%	(29) 73%
	Spring 2006 N=49	(4) 8%	(6) 12%	(39) 80%
Total F2004-S2006	N=179	N= 10 5%	N=29 16%	N= 140 79%

The Instructional Technology Portfolio also contains items that address pedagogical content knowledge. Candidates develop a unit plan and describe how adjustments are made to accommodate learning styles, language differences, and special needs. Ninety-three candidates (fall 2004 to spring 2006) received an average rating of 3.45 out of a possible 4.00 for lesson plans which included instructional elements (3.45), discipline procedures (3.45), and assessment (3.80).

Candidates, graduates and employers complete surveys to help the unit assess its effectiveness. The surveys contain statements which address the conceptual framework

candidate proficiencies. Student teachers, cooperating teachers, and university supervisors participate in a focus group discussion to assess the student teaching program. Candidates also complete the Graduate and Program Completer Survey. One hundred and eighty-nine candidates (N= 161; 85%) during fall 2004 through spring 2006 “strongly agreed,” and 15 percent (28 out 189) “agreed” that they “know content and can demonstrate how to teach the content.”

One hundred and eighteen employers (fall 2004 to fall 2005) rated candidates as “very well prepared” for “providing multiple explanations and instructional strategies so that all students can learn.” All candidates demonstrated through assessments that they have knowledge of instructional strategies delineated in the standards and they know how to help P-12 students learn and achieve.

Advanced Level

Candidates enrolled in the M.Ed. program are licensed teachers and bring with them prior experiences in planning and implementing lesson plans, as well as knowledge of assessment of P-12 student performance. Since advanced candidates are licensed, and the majority of them are currently teaching, they have already had preparation in how to plan lessons which meet the needs of all learners, how to assess instruction, and creative ways of integrating technology in their classrooms. In order to further their preparation in these areas, candidates study trends and issues in their major disciplines, as well as research on instruction and best practices, and learn additional methods of teaching and assessment for their discipline. All candidates take EDUC 690 Research in Education and have opportunities to examine, in more depth, teaching practices. In EDUC 690, candidates research new approaches to teaching to determine if one approach is an improvement over another approach. These research assignments give candidates an opportunity to reflect on their own practice and share their findings with other faculty. Candidates take core courses which address pedagogy.

Candidates build on their undergraduate teaching experience by taking courses which continue to develop their pedagogical content knowledge. Candidates complete internships, research, and projects to enhance their teaching. A major focus is to link research to teaching practices. In EDUC 650 Effective Practices for Teaching, Learning and Collaborative Leadership, candidates have an opportunity to hone their pedagogical content skills. Candidates are assessed through course assignments and activities. Letters of recommendation from employers or individuals who can attest to the candidates’ knowledge and teaching abilities also provide information about a candidate’s pedagogical content knowledge. As noted earlier, the average GPA of advanced candidates at the time of admission to the program is 3.36.

The NC Master’s Standards include standards that relate to pedagogical content knowledge, which are addressed and assessed in the product of learning portfolio that M.Ed. candidates must complete. Eighty-one percent, or 41 of the 49 M. Ed. candidates (2004 to spring 2006), were rated “above standard” for “understands and links subject matter and students’ developmental and diverse needs” (NC Standard Instructional

Expertise 1.5). Twenty percent of the 49 candidates (N=10) were ranked at “standard” for that portfolio item. For the portfolio item on “designs and delivers instruction responsive to differences among all learners,” (NC Standard 2, Knowledge of Learners) 80 percent of the 49 candidates (N=39) were ranked “above standard” and 20 percent (N=10) received ratings of “at standard.” The Dispositions Checklist contains an item “understands the culture of students and their families as an important component for planning instruction” for P-12 students. The candidates’ self-ratings were scored highly valued” (N=28) for that item. Similarly, the course instructors (N=13) rated candidates “at target” on that item. All candidates were rated “at target” and “acceptable” for demonstrating pedagogical content knowledge. Ratings on the Dispositions Checklist, course instructors and candidate, indicate that candidates demonstrated pedagogical content knowledge.

The product of learning portfolio specifies assignments that candidates must complete which relate to assessment, technology, and diversity. Candidates demonstrate their technological competence by providing examples of innovative ideas they have developed for their P-12 classrooms, any software programs they have proposed and examples of technology use in their classrooms. Of the 49 candidates completing portfolios between fall 2004-spring 2006, 45 (92 %) were rated “above standard” and 8 percent (N=4) were rated “at standard” for technological competence.

As part of the EDUC 698 portfolio, candidates write a narrative which details the process they go through to develop assessments and meaningful learning experiences for diverse P-12 students. Graduate candidates begin by describing their students’ background information, achievement levels, academic performance, and family information. Candidates list the instructional strategies they used, include strategies for all learning levels, and provide a rationale for their selection. Candidates must also provide a written description of the student’s performance. The candidates must reflect on the following: 1) their choice of objective(s); 2) whether the students met the objective; 3) student’s prior knowledge; 4) the strategies they selected and the appropriateness of these strategies; 5) match between the objectives, strategies, and the student’s learning style; and 6) the next steps for helping the student. Assessments used in the assignments are described and an explanation is provided for the selection of assessments. There must be a clear statement explaining how the assessment helps students meet the standard. Candidates also explain how they will integrate technology in their teaching and how their students will use technology. For the assessment component, 90 percent or 44 of the 49 candidates were rated “at standard” and 10 percent (5) “above standard.” Two candidates received a “below standard” rating and had to redo the assignment and was rated “at standard.”

Candidates also complete an assignment on diversity for the portfolio, which is constructed similarly to the component on assessment. In addition to providing contextual information on their students, candidates must describe any environmental factors that affect their teaching or the students’ learning (class in hall, no current maps) and discuss the adjustments the teacher made to assure student learning and achievement. Candidates also report how they make allowances for individual learning styles. On this component, 84 percent of candidates (41) received a rating of “above standard,” 14 percent “at

standard” and 2 percent scored “below standard.” Candidates scoring “below standard” had to redo the assignment and met the “acceptable” level of performance.

Candidates in SPED 698, as a part of their portfolio, show evidence of assessing pedagogical content knowledge. Thirteen of the 19 candidates (fall 2004-spring 2006) were rated “above standard” and six of the 19 were rated (80%) “at standard” for “understands the culture of students/families.” Eighteen of the 19 candidates were rated (95%) “above standard” for “understanding the culture of students.”

On the exit surveys, 95 percent (N=133) of the 140 graduate completers surveyed between fall 2004 to spring 2006 rated “know the content and can demonstrate how to teach the content as “strongly agree” and 5 percent rated this item as “agree”. Ninety-seven percent of the 140 candidates (N=136) rated “know how to make learning meaningful to students” as “strongly agree” and three percent (4) rated this item as “agree.” Clearly, graduate candidates believe that they have the necessary pedagogical content knowledge in their programs.

Employers’ ratings (fall 2004 to fall 2005) were only slightly lower than the candidates’ ratings. Ninety percent (N=44) of the 49 employers who responded to the survey checked “well prepared” for “know the content and can demonstrate how to teach the content.” For “know how to make learning meaningful to students, 10 percent of the employers selected “well prepared” and 90 percent rated FSU graduates as “very well prepared.” Employers also responded to a survey from the NC Department of Public Instruction about the quality of the graduate program at FSU. On a 4 point scale, employers (N= 29) rated the overall program at FSU at 3.57. The state average scores ranged from 3.51 to 3.67. Employers agree that candidates are “well prepared” for pedagogical content knowledge and know how to teach so that all students can learn.

Professional and Pedagogical Knowledge and Skills for Teacher Candidates

Initial Level

Candidates enrolled in the professional education core courses (EDUC 211, EDUC 310, EDUC 330, EDUC 340, EDUC 450, READ 315 or 320 EDUC 470 or 480) are presented with a variety of learning experiences to help develop their professional and pedagogical knowledge and skills. Coursework involves: 1) understanding learning theories; 2) understanding values and the needs of the community; 3) knowledge of teaching strategies; 4) planning, implementing, and assessing learning; 5) teaching diverse learners; 6) integration of technologies; 7) ethical responsibility; 8) working with families and the community; 9) different philosophies of education; 10) individual differences and their effects on education; and 11) legal and ethical issues linked to teaching and field experiences. Candidates learn to combine theories of learning and their knowledge of human growth and development to plan learning experiences for P-12 students.

Professional and pedagogical knowledge is not assessed when candidates seek admission to teacher education. Candidates can take some courses prior to admission to teacher

education. However, the majority of candidates have not had sufficient experiences that would produce meaningful assessments at this point. More concentrated preparation for professional and pedagogical knowledge begins after candidates are admitted to teacher education. The professional core is designed to help candidates develop the professional and pedagogical knowledge and skills needed to help all students learn. Candidates participate in coursework and multiple field experiences.

A grade of C or higher is required for all professional education courses; the GPA is monitored from admission to exiting the program. Candidates write lesson plans and receive feedback on their lesson plans from course instructors and other candidates. Lesson plans are assessed using the Lesson Plan Scoring Rubric. Twenty-one candidates assessed on lesson plans in spring 2006 demonstrated proficiency in planning and implementation. Eighty percent of the 21 candidates (N=17) received a rating of “proficient” and 20 percent (N=4) were rated as “developing” for “prepares a variety of examples to help students understand the lesson.” Of the 21 candidates, 71 percent (N=15) were rated “proficient” and six were rated as “acceptable” on “providing for differentiated learning.” Candidates who score at the “developing” level are given additional support to help them develop the knowledge, skills, and dispositions needed for P-12 learners.

The Exit Criteria (Student Teacher Evaluation) contains several items which relate to professional and pedagogical content knowledge. Overall candidates received ratings of “distinguished,” “proficient,” and “satisfactory” from cooperating teachers and university supervisors on related items. Table 1.10 displays candidate professional and pedagogical knowledge.

**Table 1.10: Professional and Pedagogical Knowledge:
(Student Teacher Evaluation)**

Conceptual Framework Outcomes	Year	N=	Satisfactory	Proficient	Distinguished
Knowledgeable & Reflective					
Professional & Pedagogical Knowledge					
Uses a variety of teaching and learning strategies	F2004	N=37		(7) 19%	(30) 81%
	S2005	N=53		(10) 19%	(43) 81%
	F2005	N=40	(5) 12%	(2) 5%	(33) 83%
	S2006	N=49	(3) 7%	(10) 20%	(36) 73%
	F2006				
Totals		N=179	N=8 4%	N=29 16%	N=142 80%
Conceptual Framework Outcomes	Year	N=	Satisfactory	Proficient	Distinguished
Knowledgeable & Reflective					

Professional & Pedagogical Knowledge					
Diagnoses students' needs collectively and individually	F2004	N=37		(10) 27%	(27) 73%
	S2005	N=53		(10) 19%	(43) 81%
	F2005	N=40			(40) 100%
	S2006	N=49	(3) 7%	(10) 20%	(36) 73%
	F2006				
Totals		N=179	N=3 1%	N=30 17%	N=146 82%
Conceptual Framework Outcomes	Year	N=	Satisfactory	Proficient	Distinguished
Knowledgeable & Reflective					
Professional & Pedagogical Knowledge					
Demonstrates competence in classroom management	F2004	N=37		(37) 100%	
	S2005	N=53	(5) 9%	(48) 91%	
	F2005	N=40	(10) 25%	(30) 75%	
	S2006	N=49	(17) 35%	(32) 65%	
	F2006				
Totals		N=179	N=32 17%	N=147 83%	

The Graduate and Program Completer Survey also includes items related to professional and pedagogical knowledge. One hundred and eighty-nine candidates responded to the survey and all selected “strongly agree” or “agree.” The results represent four semesters of data—from fall 2004 to spring 2006. For “participates in reflective practice to improve teaching, learning, and professional practice,” 80 percent of the 189 candidates (N=152) selected “strongly agree” and 20 percent (N=37) chose “agree.” Seventy-four percent of the candidates (N=136) chose “strongly agree” and 26 percent (53) selected “agree” for “know how to use a variety of teaching and learning strategies to address all learning styles.” The Employer Survey revealed a somewhat similar perspective regarding 118 candidates’ performance in local schools. The data represent three semesters, from fall 2004-fall 2005. Seventy-five percent of the principals (N=88) rated our candidates as “very well prepared,” and twenty-five percent (N= 30) rated them as “well prepared” for “promotes the use of multiple methods and effective instructional programs.” For the survey item “use knowledge learned in courses and internships in their professional practice,” eighty-eight percent (N= 104) selected “very well prepared,” and twelve percent (N= 14) selected “well prepared.”

Advanced

Master of Education candidates take courses which add to their professional and pedagogical knowledge of best practices in teaching and assessing, teaching with technology, and strategies for improving family participation and support for P-12 students' education. Advanced candidates take EDUC 650 Effective Practices for Teaching, Learning, and Collaborative Leadership, EDUC 698, READ 698, and SPED 698 Advanced Applied Product of Learning and technology courses to enhance their professional and pedagogical knowledge and skills. Master of Education candidates complete a portfolio and demonstrate performance in professional and pedagogical knowledge and skills.

The M.Ed. candidates complete a product of learning or portfolio in which they must demonstrate performance and are assessed on professional and pedagogical knowledge. Candidates must provide evidence of meeting the five NC standards which relate to knowledge of teaching; knowledge of the learner and the learning process; use of research to improve instruction and student achievement; demonstrating advanced depth and breadth of knowledge in the specialized area; and engaging in ongoing professional development and leadership. The portfolio provides a venue for assessing these standards. Candidates can meet the Instructional Expertise standard by designing lessons which include their knowledge of theory, philosophy, and research-based practices. NC Standard 2, Knowledge of Learners, combines the knowledge of human growth and development with best practices that recognize differences among all learners. Of the 49 candidates whose portfolios were assessed on these areas from fall 2004 to spring 2006, 86 percent (N=42) were rated "above standard" and fourteen percent (N=7) "at standard" for "plan and implement instruction that is supported by best practices and research." Another item assessed for professional and pedagogical knowledge is "rely on research as a source for evaluating teaching and learning. Eighty-two percent (N=40) of the 49 candidates received ratings of "above standard," and 18 percent (N=9) were rated "at standard." On the item for "designs and delivers instruction that is responsive to differences among learners, 80 percent (N=39) were rated "above standard" and 20 percent (N=10) were rated "at standard."

Candidates have three options for the product of learning: a portfolio, a thesis, or action research project. Candidates have consistently provided evidence of meeting the NC Standards for the Master's License. For NC Standard 5, Professional Development and Leadership from fall 2004 to spring 2006, 77 percent of the 49 candidates were rated "above standard" (N=38) and 23 percent (N=11) were rated "at standard." Many candidates meet this standard through presentations made at state and national conferences. The evaluations from these presentations are used to assess the standard.

Professional and pedagogical knowledge are also assessed at this transition point by the Graduate and Program Completer Survey. The data portrays four semesters, from fall 2004 to spring 2006. All 140 respondents from the four semesters selected "strongly agree" or "agree" as categories to express their views. For survey data, "knows how to present materials at the proper level of difficulty," seventy-five percent of candidates (N= 104) selected "strongly agree," and 25 percent of candidates (N= 36) chose "agree." The surveys depict candidates' self ratings of their perceptions of the program. One hundred

and twenty-six candidates (90%) selected “strongly agree” to assess their perception of “considers cultural differences when assessing and evaluating learners,” and 14 candidates (10%) chose “agree.”

The Employer Survey also represents three semesters of data (fall 2004-fall 2005), with 49 principals rating each item of the survey. Ninety-four percent of the 49 principals (N=46) rated graduate candidates as “very well prepared,” and six percent (3) as “well prepared” for “uses knowledge learned in courses and internships in their professional practice.” For the survey item “promotes the use of multiple methods and effective instructional programs,” 84 percent (N=41) selected “very well prepared” and 16 percent (N=8) chose “well prepared.” Employers agree that our candidates are prepared for their roles in education.

Professional Knowledge and Skills for Other School Personnel

The MSA and the Ed.D. programs are aligned with the unit’s conceptual framework, and with state and national standards. Both programs have assessments designed to provide evidence of meeting the state and national standards. Course content incorporates theory and research and the study of education policy. Candidates complete internships that provide experiences and scenarios that most leaders would encounter in a school setting.

Program entry assessments conducted by the Department of Educational Leadership include an interview and an essay. The interview covers a wide range of topics relevant to educational leaders such as understanding technology, diversity, the discipline, and the community. The results from these instruments help the program make decisions about the candidates. The majority of the 51 Ed.D. candidates admitted to the program in 2004 to 2006 scored at the “target” level for the interview. The average score on the interview was 13.7 out of a possible total of 15 points. The scores ranged from 11 to 15 (target) and 6 to 10 (acceptable). On the essay required for admission, 51 doctoral applicants averaged a score of 13.8 out of a possible score of 15.

Master of School Administration candidates complete an essay which describes their educational goals and professional objectives. The average rating on the essay is “acceptable” (2) and most candidates are rated at level (2). All letters of recommendation, both Ed.D. and MSA, to date have endorsed the applicants and recommended them with confidence. The above data indicate that Ed.D. and MSA candidates possess the expected understanding of the professional knowledge for their discipline at program entry.

Candidates must maintain satisfactory GPAs (3.50) to continue in the Ed.D. program and a GPA of 2.75 to continue in the MSA program. Doctoral candidates maintain average GPAs of 3.77 and MSA candidates retain average GPAs of 3.1.

Candidates participate in a series of internships. The internships are assessed by the standards from the NC Standards for Educational Leaders. During the internship, candidates provide evidence of working with families and the community, conducting staff development and observing teachers. The performance during the internship is rated

“acceptable” or “unacceptable.” The majority of MSA candidates receive an “acceptable” rating for each section of the internship. Each component in the internship evaluation receives 1 to 5 points, with a rating of 5 receiving the highest point. In order for a candidate to meet each part of the internship evaluation, as required, he or she, must achieve an overall score of 70 or higher on each component of the internship evaluation. Doctoral candidates have average ratings of “acceptable” or “unacceptable” on the internship evaluation. One hundred percent of the 73 MSA candidates in fall 2004 through spring 2006 received average ratings of “acceptable” on the internship assignments. Overall, candidates have scored at the acceptable level.

Both the MSA and the Ed.D. candidates complete the comprehensive exam. Each section is scored as “acceptable” or “unacceptable.” Candidates must receive a 70 percent score in order to pass the exam. Both the MSA and Ed.D. candidates have consistently exceeded the 70 percent score. Doctoral candidates (N=51) have had a 95 percent pass rate for first-time test takers and MSA candidates (N=73) have had a 100% pass rate for first time test-takers.

There are items on the Graduate and Program Completer Survey, and the NCDPI Satisfaction Survey, that address professional knowledge and skills. Forty-one graduates (35 MSA and 6 Ed.D.) completed the survey from fall 2004 to spring 2006. For the statement “promote the use of multiple methods and effective instructional programs to address all learning styles,” 80 percent of MSA graduates (N=28) “strongly agreed” and twenty percent “agreed.” One hundred percent of all candidates (N=41) selected “strongly agree” for survey item “promotes growth and development of teachers.” On the 2004 to 2005 NCDPI Satisfaction Survey, 100 percent of FSU respondents (N=9) rated the overall quality of the program as a 4. The scale ranges from 1 to 4 with 4 being the highest score. Both Ed.D. and MSA candidates “strongly agree” and “agree” that they demonstrate professional knowledge outlined in the standards.

Element 1.6: Dispositions for All Candidates

Initial Level

The conceptual framework identifies the dispositions which candidates should demonstrate as they interact with P-12 students. Dispositions are first presented to initial candidates during the professional education core. Faculty model those dispositions that the unit endorses as faculty interact with candidates, other faculty, and P-12 educators. Candidates’ dispositions are expressed in their philosophy of education and in their reflections. During field experiences, candidates have the opportunities to model the dispositions described in the conceptual framework. Dispositions are also assessed at specified transition points. Course instructors assess candidates using a Dispositions Checklist, against which candidates also assess themselves. Candidates must receive a rating of 2.00-3.00 on each item in the Dispositions Checklist. Dispositions are assessed at admission to teacher education, admission to student teaching, and program completion for initial candidates.

All applicants must be screened by the Dispositions Checklist before admission to teacher education. Advisors and faculty must verify that the candidate received a 2.00-3.00 on the items in the checklist. Candidates can be recommended for admission even if they receive an “unacceptable” rating on some items; in that situation, the candidate’s advisor works with the candidate on any dispositions identified as warranting continuous review and follow-up.

Between 2005-2006, 147 applicants rated the following statements as “highly valued:” “is punctual” (87%); “attends class regularly” (84%); “shows initiative and motivation” (85%); and “displays high and ethical professional standards” (91%). Course instructors (N= 11) rated candidates as “acceptable” on “is punctual,” and “attends class regularly.” For “shows a commitment to ongoing reflection and learning,” 90 percent of both candidates and course instructors rated this area at the “target” level.

After admission to teacher education, dispositions are assessed at this transition point by the Lesson Plan Rubric. Of the 21 candidates assessed in spring 2006, 85 percent (18) received a rating of “acceptable” on Teaching Context, “students’ abilities, background, culture, and classroom environment.” Three candidates were rated at “developing” for Teaching Context. Seventy-one percent of candidates (N=15) received an “acceptable” rating, 24 percent (N=5) received “distinguished,” and five percent (1) received a “developing” rating on Instructional Procedures, “for uses fair, effective, developmentally responsive management techniques.”

Of the ratings for 179 candidates who completed student teaching between fall 2004 and spring 2006, 76 percent (N=136) received “proficient,” 20 percent (N=36) received “satisfactory” and four percent (N=7) received “basic” for “punctual, alert, and ready to go.” Ninety-six percent of the candidates (N=171) were rated as “proficient” and four percent (N=8) were rated as “satisfactory” for “exhibits honesty and high morals.” On the written reflections component of the Instructional Technology Portfolio, between fall 2004 and spring 2006, 90 percent of the 93 candidates (N=84) received “proficient” and 10 percent (N=9) were rated as “satisfactory” for reflections on their teaching and how they related to their students such as “fair and just treatment of students.” The data described above show that candidates demonstrate the dispositions outlined in the conceptual framework.

The Graduate and Program Completer Survey for fall 2004 through spring 2006 (N=189) assesses dispositions. Responses revealed that candidates “strongly agreed” or “agreed” that they were “dedicated to high levels of moral and ethical behavior (84% strongly agreed, 16% agreed); know how to demonstrate caring, respect, and value for all students (95% strongly agreed, 5% agreed); and have dispositions to work appropriately and positively with others (95% strongly agreed, 5% agreed).”

One hundred and eighteen employers rated initial candidates, between fall 2004 and fall 2005, as “very well prepared” for “demonstrating caring, respect, and value for all students, faculty, staff, and families. One hundred percent of the 118 employers believed that “candidates demonstrated dedication to high levels of moral and ethical behavior.”

Advanced Level

Candidates seeking admission to the Master of Education program must submit three letters of recommendation from individuals who are familiar with their academic performance, abilities, and their character in general. The recommendations are examined to determine if the candidate has the knowledge, skills, and dispositions to be effective as a graduate candidate and to gain insight about their attitudes and values in general. The recommendations are rated based on recommendation with confidence, recommendation with reservation, and not recommended. All M.Ed. candidates admitted fall 2004 and spring 2006 were recommended with confidence. No candidates were “recommended with reservation” or “not recommended.”

The Dispositions Checklist is administered to candidates during their core courses after entrance and near completion. Candidates complete a self rating and the course instructor rates all candidates. In data collected fall 2005 and spring 2006, 100 percent of the candidates (N=28) selected “highly valued” for all categories on the checklist. The Dispositions Checklist consists of categories such as Professional Competence, Professional Responsibilities, Professional Dispositions and Qualities, Professional Integrity. Course instructors (N=2) rated candidates as “acceptable” on most items, although they awarded “target” ratings to four candidates for “engages in self reflection.” Candidates and course instructors rate candidates as having the dispositions reflected in the conceptual framework.

Candidates must also provide portfolio evidence of meeting the NC Standards for the Master’s Degree License and Standard 2, Knowledge of Learners, which addresses several dispositions. Eighty percent of the 49 candidates from fall 2004 to spring 2006 received “above standard” which is the highest level for “increases understanding of and respect for differences in students, delivers instruction responsive to differences among all learners and for creates and maintains a classroom environment conducive to learning.” Candidates must provide evidence of working with families and developing positive relationships with all parents, especially parents in diverse communities. Seventy-eight percent of the 49 candidates (N=38) were rated “above standard” for this item. Portfolio data show that candidates demonstrate evidence of meeting the dispositions adopted by the unit.

Items on the Graduate and Program Completer Survey which focus on dispositions include “ dedicated to high levels of moral and ethical behavior” and “works appropriately and positively with others.” Ninety-one percent of the 140 candidates (N=128) “strongly agreed” that they were “dedicated to high levels of moral and ethical behavior” while nine percent (N=12) “agreed.” Ninety-five percent of the 140 candidates (N=133) “strongly agreed” and five percent (N=7) “agreed” that they “work positively and appropriately with others.”

Between fall 2004 and fall 2005, 49 employers rated candidates as “very well prepared” for demonstrating “dedication to high levels of moral and ethical behavior.” Candidates

were also rated as “very well prepared” for demonstrating “caring, respect, and value for all students, faculty, staff, and families.”

Dispositions for Other School Personnel

The conceptual framework and the NC Standards of Educational Leadership specify dispositions for other school personnel. Initial assessments of dispositions occur during the admissions process with the letters of recommendation, interview, and essay. Candidates in the MSA and Ed. D. programs are assessed by the Dispositions Checklist after admission to the program, program completion, and with exit surveys.

Before candidates are formally admitted to the program, faculty review their letters of recommendations, personal interview scores, and their essay. The letters of recommendation are screened to glean some insight into the applicant’s attitudes and values about the teaching and learning process, as well as their academic preparation. The recommendations are rated based on “recommendation with confidence,” “recommendation with reservation,” and “not recommended.” There are also items on the personal interview form which refer to professional responsibilities such as “dresses appropriately for the setting” and items referring to professional dispositions and qualities such as “believes all children can learn.” Candidates are assessed by an interview rubric with a score range from 0 to 15. The average rating on the interview is 13.7. Doctoral candidates (N=51) between fall 2004 and spring 2006 scored an average rating of 13.9 out of a possible 15. The application essay also often provides insight about the applicant’s professional competence, professional responsibilities, professional dispositions and qualities, and professional integrity. The essay is scored as “target” (11-15), “acceptable,”(6-10), and “unacceptable” (0-5). Eighty-four percent (43 of 51) received ratings of “acceptable,” four candidates received “target,” and one candidate received an “unacceptable.” The majority of candidates who are approved for admission have scores which are at the “acceptable” level or higher.

There are two ratings for the Dispositions Checklist. Both the candidate and the course instructor rate the checklist. The results of the Dispositions Checklist rated by doctoral candidates showed that 100 percent of the candidates (N= 21) rated the statements on the checklist as “highly valued” for all items. Course instructors (N=3) rated candidates as “acceptable” (100%) for “has respect for diversity and individual differences.” Twenty-nine MSA candidates between fall 2005 and spring 2006 selected “highly valued” for all items on the checklist.

The Internship Evaluation addresses the NC Standards for Educational Leaders which include Standards 2.1 promote positive climate; 5.1 respect rights of others; and the 5.2 ethical and legal principles. Eighty-six percent or 63 of the 73 MSA candidates received ratings of “acceptable” on each of these standards.

There are three items on the Graduate and Program Completer Survey which address dispositions. For “dedicated to high levels of moral and ethical behavior,” 100 percent of the 35 MSA candidates who completed the survey between fall 2004 and spring 2006

selected “strongly agree.” Ninety-four percent of candidates (N=33) chose “strongly agree” and six percent selected “agree” for “demonstrates caring, respect, and value for all students.” For “work appropriately and positively with others,” 97 percent of candidates (N=34) selected “strongly agree” and three percent marked “agree.”

Element 1.7: Student Learning for Teacher Candidates

Initial

The conceptual framework delineates the knowledge, skills, and dispositions which candidates must acquire and demonstrate. Courses are designed to provide opportunities for candidates to have extensive experiences with a variety of assessments. Candidates assess, analyze, and make adjustments to student learning based on P-12 students’ performance. During the methods courses, candidates design lessons and activities to gather data about student learning. During student teaching, candidates have to show how they improved student learning. Candidates give pre-and post-test, graph the scores, analyze the data, respond to questions about their process of assessment, discuss instructional strategies selected, and reflect on results. The assignment is a part of their Instructional Technology Portfolio completion.

In the methods courses, the Lesson Plan Scoring Rubric was used in spring 2006 to provide evidence of student learning for 21 candidates. Seventy-one percent (15) received “acceptable” and 29 percent (6) received “developing” for “providing for differentiated learning.” Eighty-one percent N= (17) were rated as “proficient” and 19 percent (N=4) as “developing” in “providing evidence of using a variety of assessments to meet the needs of the students.” Seventy-six percent (N=16) received “acceptable” and 24 percent were rated “developing” (N=5) for “providing evidence of modifying instruction to adapt to differences among students, especially special needs.” The majority of the candidates (N=16) received ratings of “acceptable” in all categories.

Cooperating teachers and university supervisors assessed 179 candidates on the Student Teacher Evaluation from fall 2004 through spring 2006 on knowledge of student learning. Eighty-seven percent (N= 156) received “proficient” and 13 percent (N=23) received “satisfactory” for “using a variety of assessment measures adapted to students’ diverse abilities.” Seventy-five percent of the candidates (N=135) were rated as “proficient” and 25 percent (N=44) received “satisfactory” for “adjusting teaching practices based on assessment information.” Seventy-two percent (N=130) “modified instruction to adapt to differences among students, especially special needs students” and received ratings of “proficient.” Twenty-eight percent of the 179 candidates (N=49) were rated as “developing” on this item.

The Graduate and Program Completer Survey from fall 2004 to spring 2006 provides graduate perceptions about their ability to improve student learning. Ninety-three percent, 175 of 189 candidates, selected “strongly agree” and seven percent (N=14) chose “agree” to provide evidence of “analyzing student learning and adjusting instruction as needed.” Ninety-six percent (N=181) selected “strongly agree” and four percent (N=8) chose

“agree” for “using developmentally appropriate learning activities to enhance student learning.” For “providing evidence of using a variety of assessments taking into account the students’ diverse backgrounds and abilities,” ninety-five percent (N=179) selected “strongly agree” while five percent (N=10) chose “agree.” Candidates “strongly agree” or “agree” that they “adjust instruction as needed, use developmentally appropriate learning activities, and that they use a variety of assessments.”

Advanced Level

Course work for master’s candidates consists of researching student learning and assessment, conducting action research projects on student learning, and case studies of struggling learners in their class. Master of Education candidates complete a portfolio. Candidates analyze P-12 students’ work and write reflections detailing their diagnosis and prescriptions for the student. The analysis of their assessment is included in the portfolio.

As a part of their portfolio requirements, candidates complete student work samples with comments and student assessments with analysis. Between fall 2004 and spring 2006, 49 candidates were assessed on this assignment. Forty-one candidates (84%) were rated “above standard” and eight candidates (16%) were rated “at standard” on work samples. For student assessments with analysis, 90 percent (44) were rated “above standard” and 10 percent (N=5) were rated “at standard.”

Graduate and Program Completer Surveys were administered between fall 2004 and spring 2006. Of the 140 candidates surveyed, 79 percent of the candidates (N=111) selected “strongly agree” and 21 percent chose “agree” to “assess and analyze student learning.” For “using a variety of assessments, taking into account the students’ diverse backgrounds and abilities,” 73 percent of candidates (N=102) selected “strongly agree” and 27 percent (N=38) chose “agree.”

The Employer Surveys were collected fall 2004 through fall 2005. Seventy-one percent or 35 of the 49 employers rated candidates as “very well prepared” and twenty-nine percent (N=14) rated candidates “well prepared” for “using research-based data and assessments to adjust and improve learning.” Forty-seven of the 49 employers rated candidates as “very well prepared” (96%) while 4 percent of the employers (N=2) rated candidates as “well prepared” for “promoting equitable learning opportunities and success for all students.” Employers and candidates believe that our candidates are prepared to improve student learning.

Element 1.8: Student Learning for Other School Personnel

The NC Standards for Educational Leaders, course work, and internships are designed to help MSA and Ed.D. candidates provide an environment that is supportive of student learning. Other school personnel candidates use the portfolio to show evidence of providing a supportive environment for student learning. Coursework stresses the candidate’s role and responsibility for designing environments that are supportive and

emphasize learning. Candidates research growth, development, and learning styles to develop school climates that produce learning and achievement for all students. They develop strategies for improving P-12 student learning.

Candidates complete coursework and field experiences that help them to understand student learning. It is through the internships and their accompanying activities that candidates complete the portfolio and demonstrate ways of creating positive learning environments. The internship includes several activities which impact student learning. Candidates address school curriculum, design, and development and how it impacts learning. Of the 73 MSA candidates completing their internship between fall 2004 and spring 2006, 100 percent (N=73) were rated “acceptable” on this part of the internship. One hundred percent of the 73 candidates scored at the “acceptable” level for exceptional children and for technology.

Candidates complete internships and a portfolio. The portfolio is based on the standards. One hundred percent of the 73 MSA candidates received a rating of “acceptable” on Standard 2.2 for “provide evidence of an effective instructional program” and on Standard 2.3 for “apply best practices to student learning.”

Data were collected for the Graduate and Program Completer Surveys for both MSA candidates (N=35) and Ed.D. candidates (6) from fall 2004 to spring 2006. Ninety- one percent of MSA candidates (N=32) selected “strongly agree” and nine percent (N=3) chose “agree” for “assessing and analyzing student learning.” One hundred percent of Ed.D. candidates (N=6) selected “strongly agree” for “assessing and analyzing student learning.”

For the Employer Survey, thirteen employers rated MSA candidates (100%) between fall 2004 and fall 2005 as “well prepared” for “using research-based data and assessments to adjust and improve learning.” Six employers selected “very well prepared” for Ed.D. candidates (100%) for “using research-based data and assessments to adjust and improve learning.”

SUMMARY

This brief review of Standard 1 is designed to provide evidence of candidates meeting the knowledge, skills, and dispositions delineated in institution, state, and national standards and the unit’s conceptual framework. Data cited in Standard 1 provide evidence that many of the candidates admitted to the program have above average qualifications. Once candidates are admitted, the unit augments their entry level qualifications through a strong preparation program guided by institution, state, national standards, and the unit’s conceptual framework. Coursework, field experiences, internships, and the infusion of technology throughout the program are designed to prepare candidates to help improve learning and achievement for all P-12 students, especially diverse students. Candidates in programs for leadership roles are prepared to promote a safe, efficient, and effective

learning environment. Both initial and advanced candidates' progress is monitored by multiple assessment measures applied at specified transition points.

Two types of data sources provide evidence of meeting the knowledge, skills, and dispositions delineated in Standard 1 and the unit's conceptual framework: internal and external data. Internal data include the Exit Criteria (Student Teacher Evaluation), candidate portfolios, comprehensive exams, Graduate and Program Completer Survey, Dispositions Checklist, field experiences and internships, technology integration, and emphasis on culturally sensitive instruction and assessment. External data include PRAXIS I and II scores and Employer Surveys.

Data presented in Standard 1 show that candidates have met the state cut score and in many instances surpassed the state score requirement for PRAXIS. Other key assessments used in the program indicate candidates exhibit the content knowledge, professional and pedagogical skills, and dispositions necessary to effective educators. The positive responses from the Employer Surveys attest to our candidates strong preparation and performance in P-12 education settings for roles which contribute to student learning and school improvement. Feedback from external sources also provide support that candidates are developing into knowledgeable, reflective, and caring education professionals who support student learning and family participation in a diverse, technological global society.

STANDARD 2: ASSESSMENT SYSTEM AND UNIT PROGRAM EVALUATION

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.

Assessment

The unit has developed an assessment system with its professional community that reflects the conceptual framework(s) and professional and state standards. In preparation for our last NCATE visit in 2002, a diverse group of university and local school educators, community leaders, and undergraduate and graduate candidates helped craft a unit Assessment Plan. The Assessment Plan Committee of 2002 included members of the University Assessment Plan Committee, university and local school educators, members of the community, and teacher candidates. The Assessment Plan Committee has since become the Assessment Committee, and currently consists of the program coordinators from every education program at the initial and advanced level, including doctoral programs. Assessment Committee members also include the Special Assistant to the Chancellor, the Director of Institutional Research, and the Director of Teacher Education.

The role and responsibilities of the Assessment Committee include the development, review, and coordination of assessments. The Committee monitors candidate

performance (initial and advanced), unit operations, reviews current practices and recommends changes based on institution, state, national, and professional organization standards. The Committee, through program coordinators, assures that assessment data are funneled to candidates (through advisors), programs, and the unit so that decisions and/or improvements can be made.

In 2002, the state of North Carolina adopted performance-based Program Approval Standards. These standards were compatible with NCATE 2000 standards but not duplicative in every sense. A committee of NC teachers and higher education representatives developed the NC Program Approval Standards. The standards were based on and designed to be compatible with standards and guidelines from professional organizations (e.g., NCATE, National Association for the Education of Young Children, National Council of Teachers of English, National Council of Teachers of Mathematics, National Science Teachers Association, National Middle School Association), and national standards such as INTASC (Interstate New Teacher Assessment and Support Consortium), and NBPTS (National Board for Professional Standards). The 2002 NC Program Approval Standards are complementary and more closely related and coordinated with the NCATE standards.

Each program area (e.g., elementary, middle grades, English, math, biology, social studies, reading, music, Spanish, special education, business, marketing, and school administration), both initial and advanced, must complete the North Carolina Specialty Area Report (NC SAR) that describes how each program area is meeting state standards. The state standards include the conceptual framework, the twelve Program Approval Standards, and the individual program specialty area standards.

Additionally, candidates seeking initial licensure must provide evidence of meeting the NC core, diversity, and technology standards. The core standards represent what a teacher should know and be able to do and the diversity standards are designed to help candidates develop the knowledge, skills, and dispositions to assure success for all students. Similarly, the technology standards are designed for beginning teachers to demonstrate their knowledge, skills, and dispositions in using technology, as defined in the technology standards.

Over the last three years, the Assessment Committee has reviewed all programs—initial and advanced—to assure compliance with the state Program Approval Standards as well as the national (NCATE and SPA) standards. The Committee undertook the process of aligning standards and assessments, and reviewing course syllabi, objectives and assessments for alignment with applicable standards. The Committee also identified the major assessments that would be used to measure candidate performance; determined at what point (transition point) during programs those assessments would occur; established program and assessment benchmarks; and field tested rubrics and scoring procedures for assessments. As an outcome of this process, the Committee determined that key assessments, as well as criteria for entrance, retention, and exit, would yield the data the Committee sought in order to both document and improve upon candidate mastery of standards.

The Assessment Committee and unit faculty also aligned program curricula and assessments with the candidate proficiencies identified in the conceptual framework. Course objectives in all programs derive from the conceptual framework and are linked to state, national, and professional organization standards. The conceptual framework is the guiding force behind program development and assessment.

As a result of this exhaustive review, between spring 2004 and fall 2005, several assessments were developed or revised (Exhibit 2.1). In 2005, a revised Student Teacher Evaluation instrument (Exit Criteria) was piloted in the P-12 classrooms and was placed on the Office of Teacher Education's homepage for comments and review. In addition, the Graduate and Program Completer Survey was revised, piloted and subsequently modified. The Dispositions Checklist was developed, then piloted and subsequently revised as well. The major contents of the instruments were not modified. The revisions included eliminating redundancies, rephrasing sentences, and formatting and redesigning the instruments. All of these documents have been approved and are being used. These instruments have produced data and continue to provide data to the programs. The Committee continues to review these data to assure that they are measuring the knowledge, skills, and dispositions outlined in the conceptual framework, state, and national standards.

Our current assessment system has developed over the years from a system that operated primarily in the School of Education to an assessment system which is being integrated into the university system. The unit collected, summarized, analyzed data, and submitted data and information to requesting offices and organizations. As a result of the data, program improvements have been made. Today our assessment system continues to evolve but it is becoming a part of the larger university-wide accountability system which has a goal of ongoing improvement of academic and administrative units. The university, too, is moving toward an accountability system based largely on performance measures, and is developing a system that will compile, summarize, analyze, and subsequently use data for program improvement.

Since our 2002 visit, the unit has reviewed, expanded, and refined our assessment system. The unit has developed an assessment system that continuously and systematically assesses candidate proficiencies outlined in the conceptual framework, in state and professional standards; monitors unit operations; collects data on candidates, programs, and units; includes multiple assessments at key transition points in programs that are predictors of candidate success; and includes fair, accurate, and consistent assessments that are free of bias.

The measures selected to assess candidate performance represent the knowledge, skills, and dispositions outlined in NCATE Standard 1 and in the North Carolina Program Approval Standards and provide evidence of candidate performance on the standards. Candidates must meet these requirements at identified transition points in order to enter, progress through, and complete their programs. Decisions about candidate performance are based on multiple assessments made at admission into programs, at appropriate

transition points, and at program completion. The assessment system also contains procedures to assist candidates who experience difficulty with coursework and other issues which may prohibit them from progressing successfully through the program. Table 2.1 describes the unit transition points. The transition points for all programs are:

- Transition Point 1: Admission to Teacher Education/Program
- Transition Point 2: Admission to Student Teaching/Internship
- Transition Point 3: Exit from Student Teaching/Program Completion
- Transition Point 4: Exit Data (Surveys)

Table 2.1 lists the transition points for the initial program.

Table 2.1: Program Requirements and Assessments—Initial Teacher Preparation

Transition Points and Key Assessments			
Transition Point 1	Transition Point 2	Transition Point 3	Transition Point 4
Admission to Teacher Education	Admission to Student Teaching	Exit from Student Teaching	Exit Data
Minimum 2.5 cumulative GPA Satisfactory scores on PRAXIS I Completion of EDUC 211, C or higher Dispositions Checklist	*Minimum cumulative 2.5 GPA Successful completion of Lesson Plan Rubric Successful recommendation for: Dispositions Checklist	Successful completion of Instructional Technology Portfolio Student Teacher Evaluation 2.5 GPA	Successful completion of PRAXIS II, if applicable Request for licensure Graduate & Program Completer Survey Employer Survey
Remediation procedures are available for candidates not meeting the requirements. When candidates meet the requirements, they can advance to the next step.	Candidates who do not attain a 2.00 or higher on the Dispositions Checklist must meet with their advisors to develop an intervention strategy.	Candidates not completing student teaching successfully develop a Professional Development Plan with advisor/supervisor. Once the areas of improvement have been corrected, the candidates can continue student teaching.	

* The minimum 2.5 GPA and meeting the state cut score on PRAXIS I are nonnegotiable for admission to teacher education. Remediation procedures such as the PRAXIS Lab, Writing Center, and tutoring are available for candidates not meeting the requirements.

Table 2.2 lists the transition points for the advanced program

Table 2.2: Program Requirements and Assessments—Advanced Programs

Transition Points and Key Assessments			
Transition Point 1	Transition Point 2	Transition Point 3	Transition Point 4
Admission to the Program	Admission to the Internship	Program Completion	Exit Data
Earned BA degree from accredited institution	GPA Internship evaluation Dispositions Checklist	GPA Comprehensive exams Internship evaluation	Graduate & Program Completer Survey Employer Survey

Scores on GRE,MAT, Portfolio of Professional Development Letters of recommendation Essay-MSA GPA Interview—Ed.D.		698 portfolio	
Remediation procedures are available for candidates not meeting the requirements. When candidates meet the requirements, they can advance to the next step.	Licensure is a requirement for M.Ed. Candidates not meeting the minimum GPA are counseled.	Candidates not earning satisfactory performance on the comprehensives, must meet with his or her advisor. Candidates must receive “satisfactory” on the internship evaluation	

Table 2.3 displays the key assessment in the unit.

Table 2.3: Overview of Key Assessments

Initial Level (Baccalaureate)		
Assessment	Administration Point	Description and Application
GPA	Program admission, continuation, and exit	Admission GPA assures candidates have achieved content knowledge in 45-hr core curriculum
PRAXIS I	Program admission	Use PRAXIS scores to monitor quality of candidates who apply and enter the program
Dispositions Checklist	Admission, continuing, exiting	Use Dispositions Checklist to monitor ratings of candidate’s dispositions to determine if intervention warranted
Lesson Plan Rubric	Admission to student teaching	Use Lesson Plan Rubric to assure candidate can plan and implement instruction
Instructional Technology Portfolio	Program completion	Use technology portfolio to assure candidates have mastered NC technology competencies
Student Teacher Evaluation (Exit Criteria)	Program completion	Use evaluation to assure that candidates have met or exceeded competencies in the evaluation
PRAXIS II	Application for licensure	Use PRAXIS scores to monitor performance of graduates and program completers
Graduate and Program Completer Survey	Program completion	Use Graduate & Program Completer Survey to get feedback from graduates about their perception of program effectiveness

Employer Survey	Post licensure	Use Employer Survey to get feedback from employer about their perception of program effectiveness
Advanced Level (Master of Education)		
Assessment	Admission, continuation, and exit	Description and Application
NC A,D,M Continuing License	Preadmission requirement	Use licensure to assure program quality and compliance with requirements
GRE/MAT Scores	Admission	Use GRE/MAT scores to monitor quality of candidates who apply and enter the program
Dispositions Checklist	Admission, continuing, exiting	Use Dispositions Checklist to monitor ratings of candidate's dispositions to determine if intervention warranted
EDUC,READ,SPED 698	Program completion	Use portfolio to assure that candidates have mastered NC Standards for Master's Degree License
Advance Level Other Personnel (Master of School Administration/Doctor of Education)		
Assessment	Admission, continuation, and exit	Description and Application
MAT—MSA GRE—Ed.D.	Program admission	Use GRE/MAT scores to monitor quality of candidates who apply and enter the program
Essay—MSA	Program admission	Use essay to assure that candidates have adequate writing skills
Interview—Ed.D.	Program admission	Use interview to assure that candidates have adequate oral skills and dispositions
Dispositions Checklist	Admission, continuation, and exit	Use Dispositions Checklist to monitor ratings of candidate's dispositions to determine if intervention warranted
Internship	Program completion	Use evaluation to assure that candidates have met or exceeded competencies in the evaluation
Graduate & Program Completer Survey	Program completion	Use Graduate & Program Completer Survey to get feedback from graduates about their perception of program effectiveness
Employer Survey	Program completion	Use Employer Survey to get feedback from employer about their perception of program effectiveness

Both the unit and the university provide academic support for candidates. The unit maintains a PRAXIS computer lab for candidates who need additional support before

taking exams. The PRAXIS coordinator sponsors face-to-face workshops in the specialty areas. Candidates can attend the university's Writing Center and request, at no additional cost, tutorial assistance for any subject(s).

The unit takes effective steps to eliminate sources of bias in performance assessments and works to establish the fairness, accuracy, and consistency of its assessment procedures. Ensuring that all of our assessment and evaluation procedures are fair, accurate, consistent and free of bias, and also of sufficient depth and breadth, is a commitment which the unit accepts and works hard at to achieve. There are several procedures that the unit uses in this regard. First of all, the assessment system itself calls for multiple measures at each transition point. Second, for course assignments and assessments, unit policy requires that course syllabi must clearly state the requirements, expectations, and grading procedures by which candidates must demonstrate they meet the objectives and requirements. Third, faculty assure that there is congruence between what is taught and what is tested and that their assessments are aligned with the standards and outcomes they are designed to measure. Faculty also use a variety of assessments including field experiences, case studies, projects, and presentations.

The use of rubrics serves as another tool to eliminate unfairness and bias in assessments. The Assessment Committee, with input from program faculty, have developed rubrics for the Student Teacher Evaluation, Instructional Technology Portfolio, and Dispositions Checklist. Rubrics are also used to evaluate the MSA and the Ed.D. portfolios and the product of learning for the M.Ed. Comprehensive exams for the MSA and the Ed.D. are assessed by rubrics. When a key assessment rubric is developed or revised, the Committee reviews and rates the rubrics to help assure their fairness. Two or more raters are used to score these assessments to help assure inter-rater reliability. Many faculty have developed rubrics to assess assignments that are specific to their courses or their programs. Cooperating teachers and university supervisors, during their orientation sessions, have opportunities to practice rating the Student Teacher Evaluation. The Assessment Committee has the responsibility for reviewing candidate, program, and unit data. When these data are analyzed, the Committee takes note of any scoring differentiations on similar assessments that might occur across candidate groups or raters.

Assessments used to determine admission, continuation in, and completion of programs are predictors of candidate success. The assessments identified to be used at the different transition points have been selected because, based on their prior use, they have proven to be good indicators of candidate acquisition of the knowledge, skills, and dispositions outlined in state and professional organization standards. Feedback from Graduate and Program Completer Surveys and Employer Surveys and candidate performance on PRAXIS scores are indicators of a positive relation between assessments and candidate success. For example, all of our candidates are rated highly by their employers as reflected on Employer Surveys. Also, the majority of our candidates are hired as teachers and have met the 95% pass rate in the NC Initial Licensure Program. All of the data that the unit collects at the different transition points and at other designated points suggest that there is a strong relationship between the assessment selected and the success of our candidates.

The data produced relative to candidate performance on key assessments is applied to discussions and decisions that pertain to overall unit operations, including but not limited to programmatic and curricular changes in the unit and the content areas, and such considerations as the allocation of resources and personnel. Other assessments and evaluations that are taken into consideration by the Assessment Committee include demographic and enrollment trends (university and unit), and state reviews of programs. Candidate and employer follow-up surveys also contribute to the unit's assessment of program quality and effectiveness.

Data Collection, Analysis, and Evaluation

The unit maintains an assessment system that provides regular and comprehensive information on applicant qualifications, candidate proficiencies, competence of graduates, unit operations, and program quality.

There are four transition points for which data are collected and monitored for the initial candidates. The Director of Teacher Education, who is a member of the Assessment Committee, forwards admission to teacher education and student teaching data to the Assessment Committee. Student teacher evaluations and portfolio data are sent to the Assessment Committee after program completion. Program coordinators and advisors also provide data to the Assessment Committee such as GPA and progress in courses. These data are collected each semester. Course instructors forward the Dispositions Checklist data to the Committee each semester. PRAXIS I and II data are sent to the Committee by the PRAXIS coordinator who is also a member of the Assessment Committee. Graduate and Program Completer Surveys, Employer Surveys, and portfolios are collected after program completion and the data are channeled to the programs and then to the chair of the Assessment Committee. Graduate advisors and program coordinators collect admissions data at the advanced level. Program faculty review comprehensive exams, portfolio, and interview data and make decisions for candidates to be admitted or continue in the program (Exhibit 2.2).

Faculty data are entered in the unit operations database and are verified for currency and accuracy. Data on rank, demographics, teaching, research, and faculty evaluation are collected on faculty. Some of the data on faculty are included in the Banner System such as student course evaluations and demographic data. Data are collected by the chair's office at the beginning of the school term and analyzed annually by the department chair.

Unit operations data such as course/program enrollment, program completion, advisement, and the number of candidates licensed and employed in public schools, are compiled by program coordinators and sent to the Assessment Committee. These data are analyzed annually. Candidate complaints and their resolutions are also summarized and analyzed by program coordinators and the Director of Teacher Education. Data on the budget, resources, facilities, and technology are collected by the unit dean. Both the dean and the Instructional Technology Specialist collect data on technology (i.e., total number

of technology resources, number working, and number needing replaced, repaired, upgrade systems).

Data Analysis

A major responsibility of the Assessment Committee is to summarize and analyze data, especially for the initial candidates. Data analysis occurs at the end of the semester for most assessments and the results are forwarded to programs, unit head, unit faculty, and the Teacher Education Committee. Most of the data are included in tables or a brief narrative of the findings. The size of the data source determines the format for reporting the data. The analyses use descriptive statistics; average GPA at transition points 1,2, and 3; average scores on PRAXIS, GRE, MAT; and the percent of candidates passing/not passing assessments. Program coordinators and program faculty analyze the data at the advanced level. Once the data are analyzed and forwarded to the programs, the results are used to improve the programs. Data analysis of faculty focuses on the increase/decrease in the number of publications and presentations, average teaching load, and the average rating on the student evaluations. The data are used to improve teaching, research, and service.

Once the Assessment Committee or program faculty collect and analyze the data, the data are reviewed by chairs, the Administrative Team, and the unit dean. The data are returned to the Assessment Committee or program faculty for dissemination to faculty and programs and the data are shared in Teacher Education Committee meetings, the School of Education faculty meetings, department meetings, and during the Education Majors meetings.

The unit utilizes technology to help maintain the assessment system. During the last visit, the unit used the university Student Information System (SIS). The SIS did not have the capability to accommodate the majority of the data sources and was unable to aggregate data. Most of the data were housed in individual program databases. The university discontinued the SIS and implemented the Banner System in fall 2005. The university focused on the financial components, facilities, forms, and policies for the first phase of implementation. Other functions of the institution are now being incorporated in Banner.

When the Banner System is fully operational, the unit assessment system will transfer its data collection function to the Banner System, and will rely on that system to aggregate data on standardized tests, candidate portfolios, student teacher evaluations, surveys, GPA, faculty, programs, and resources. Protected data will be entered in a secure drive with limited access. The secure drive will not be connected to the Banner System but will be controlled internally by the unit. Institutional Research is working with the unit to help enter data in the system. New staff have been hired to manage and help maintain the Banner System. Faculty attended training on the Banner System spring 2005 and continue to attend training as new technologies and software are added. Currently, data on candidates such as admission to teacher education and student teaching, and the performance on PRAXIS tests data are kept in the Office of Teacher Education. The department/program keeps data on the number of candidates in the program by major,

faculty evaluation and productivity, and student course evaluations. These data sources will be incorporated in the Banner System.

The unit has procedures in place for candidates to file complaints; most complaints filed are by students who do not meet the admissions requirements. To initiate a complaint, students submit a letter to the Teacher Education Committee, detailing the complaint, request or appeal of a decision. The Teacher Education Committee makes a decision on the complaint, and the Director of Teacher Education informs the candidate via letter of the decision. If an issue remains unresolved, the student(s) can appeal to the Office of the Chancellor. Graduate candidates file academic complaints with the department. All candidates can petition the Office of the Chancellor to consider a request if there is no resolution at the department, unit dean, assistant dean (Graduate Affairs) and the provost level (Exhibit 2.3).

Students not meeting the requirements may be placed on academic probation and may be counseled to consider alternative career options. The files for these candidates are kept in the department, along with their declaration of major form. The university Student Handbook outlines the procedures for lodging a formal complaint. Nonacademic complaints are referred to the university's Dean of Students. The Dean of Students communicates his decision to the candidate, department chair and the unit dean.

Use of Data for Program Improvement

To evaluate the effectiveness of its programs, both the unit and the department use the data generated through the assessment system to identify program strengths and weaknesses. The unit also uses data to determine if their candidates are meeting state and professional organization standards.

Data are used to improve the performance of individual faculty and candidates, as well as to inform changes and improvements in program curriculum delivery, unit support services and other budgetary considerations. Faculty review summary data received from assessments. The review entails identifying the strengths and weaknesses in the program or candidates that are suggested by the data and outlining procedures to address them.

The unit's departments/programs systematically receive, review and discuss data reports. At the initial level, some assessments (Student Teacher Evaluations, Lesson Plan Rubric, GPA) are received directly by the departments/programs from university supervisors and course instructors and some data are received (Dispositions Checklist, Instructional Technology Portfolio, PRAXIS scores) indirectly from the Office of Teacher Education, course instructors, and the PRAXIS coordinator. Data from the Graduate and Program Completer Surveys and the Employer Surveys are received in the dean's office. The dean sends the surveys to the appropriate department. The initial review begins with the program coordinator in each department. The program coordinator sends the data to the chair of the Assessment Committee. The Office of Teacher Education and the PRAXIS coordinator send all candidate data to the Assessment Committee. One of the first responsibilities of the Assessment Committee, after receiving the data, is to organize the

data. After data are summarized and analyzed, program coordinators review data across programs. Descriptive statistics are used to summarize data (percentage of candidates meeting a standard at a certain level). There is an initial discussion among the Assessment Committee members. The Assessment Committee reviews data on graduate candidates as well. The procedures for graduate candidates mirror the ones described in the initial candidate process. Assessments for graduate candidates include EDUC, READ, SPED 698 portfolio results, Dispositions Checklist, Graduate and Program Completer Survey, Employer Survey and GPA. The data are discussed by the Assessment Committee, program faculty, unit Administrative Team and the Teacher Education Committee. Assessment data are shared with candidates through their advisors and course instructors. Candidates conference with course instructors to find out how they performed in their courses. Data that apply to all candidates (specific areas on PRAXIS exams or feedback from field experiences) are shared through the Education Majors Meetings (held every semester for initial and advanced candidates), through hand-outs, and through the school website. Faculty receive the results from student course evaluations, peer evaluations, and from the Comprehensive Faculty Evaluation process.

Table 2.4 below includes a summary of recent changes that have resulted in improved methods of candidate assessment, as well as data-driven changes as a result of assessment data.

Table 2.4: Assessment Driven Changes (Candidate and Graduate Assessment)

Year	Source of Data or Data-Related Concern	What Did the Data Show?	What Did We Do?
2004	Analysis of Student Teacher Evaluation by program faculty	Ratings on Student Teacher Evaluation by cooperating teachers “satisfactory” for some candidates on assessing diverse students	Added component to Instructional Technology Portfolio—assessment/diverse experiences, pre-post tests
2004	Statewide initiative of preparing educators to work with families	Education units statewide had limited candidate data on working with families and communities	Added components to assess working with families in the Student Teacher Evaluation, Graduate & Program Completer Survey, Employer Survey, Dispositions Checklist, EDUC, READ, SPED 698, and technology portfolio
2005	Analysis of Student Teacher Evaluation by Assessment Committee	Evaluation was not adequately aligned with conceptual framework, state, and national standards; could not adequately determine if candidates met standards in conceptual framework, state and national standards	Revised evaluation; aligned with conceptual framework and standards to assess more accurately if candidates’ meeting standards

2005	Unit faculty concerned because there was not unit-wide committee to review all unit data	Data being reviewed and results discussed programmatically, and not by the unit	Implemented unit-wide Assessment Committee to collect, review and provide information on candidates, faculty, programs and program operations.
2005	Faculty concerned no current method of assessing dispositions	Data for dispositions consisted primarily of qualitative data; only a few unit dispositions were assessed; dispositions being assessed differently across programs	Developed Dispositions Checklist and a rubric for all programs; checklist includes unit dispositions
2005	Review of Employer Surveys by graduate faculty	Feedback from Employer Surveys did not differentiate between some teacher behaviors and administrator behaviors	Revised Employer Surveys to reflect items relevant to teachers and items relevant to principals
2006	Feedback from faculty	Methods faculty had different criteria for assessing candidates' lesson plans	Developed a common rubric (Lesson Plan Rubric) for assessing lesson planning

Table 2.5 describes assessment driven changes initiated at unit and institution levels.

Table 2.5: Assessment Driven (Unit Operations)

Year	Source of Data	What Did the Data Show?	What Did We Do?
2003	University-wide program review; feedback from cooperating teachers and principals; reading test scores of elementary and middle grades students in the public schools	Need additional options for second concentrations to include reading and special education as options for elementary and middle grades majors	Unit developed second concentration options in reading and special education for elementary and middle grades majors.
2006	Unit	Have several new and revised assessments; need validation of assessments, reliability, fairness of the process	Recommended hiring a consultant 2007-2008AY to ensure accuracy, consistency, fairness of assessment process
2006	University	University and colleges and schools need individual to coordinate the assessments	University hired a Assistant Vice-Chancellor for Academic Affairs to support the assessment and accreditation needs of colleges/schools
2006	Unit	Need systematic procedure for keeping data on faculty productivity	Faculty productivity will be incorporated in university-wide Banner System

SUMMARY

The School of Education has developed an assessment system, in conjunction with university educators and P-12 educators, which reflects our conceptual framework and helps assess state and national standards. The assessment system, which continues to evolve, provides information to the unit regarding candidate performance and program operations. Data are provided at each transition point which inform faculty and candidates when candidates meet state and national standards and when standards are not met by our candidates. The system provides continuous data which helps stakeholders to make decisions about candidates and the program. Through frequent review of the data and the operations and by including internal and external assessments, the unit can identify areas which should be improved. Moreover, the assessment system outlines a timeline and procedures for collecting, summarizing, analyzing, and evaluating data on candidates, faculty, program, and unit operations.

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.

Element 3.1: Collaboration Between Unit and School Partners

The unit, its school partners, and other members of the professional community design, deliver, and evaluate field experiences and clinical practice to help candidates develop their knowledge, skills, and dispositions.

The unit collaborates with 15 public school systems within the university service area. Schools used for student teaching are within a 50 mile radius of the institution. The majority of the school systems are located in rural settings. Candidates completing student teaching are placed in public elementary, middle, and high schools in grade levels or settings commensurate with their licensure area. These school systems offer a range of diversity with respect to P-12 students and teachers and exceptionalities. The racial makeup of these 15 counties is 40 percent African American, 6 percent American Indian, < 1 percent, Asian, 10% Hispanic, and 47 percent White. Thirteen percent of the students in these schools have exceptionalities as well (Exhibit 3.1).

The School of Education has forged successful partnerships with nine elementary Professional Development Schools and one federal school system in three counties since the first Professional Development School was established in 1998. These partnerships were developed initially to provide support to schools with a high percentage of low performing P-6 students. Other PDS partnerships were developed to include urban and

rural settings and to provide a variety of schools and different curricular foci for P-12 candidates. The Director of the Professional Development Schools is responsible for the organization and development of the PDS in conjunction with school partners. (Exhibit 3.2)

Any elementary education major can participate in early field experiences in the PDS or in another elementary school. However, all elementary education student teachers and licensure-only candidates complete student teaching at the PDS. Once elementary majors have been admitted to teacher education, their field experiences are planned in Professional Development Schools. Elementary education faculty assign candidates to PDS for field experiences prior to student teaching and visit their candidates in those schools. Unit faculty and P-12 teachers and administrators collaborate to design professional development activities for candidates and faculty and to improve learning experiences for all students. Master of Education and alternative licensure candidates (lateral entry) complete their field experiences at their school sites since these individuals are teaching while pursuing a degree or licensure.

All teacher preparation programs, including those that have partnerships with the Professional Development Schools, are governed by the unit Teacher Education Committee. The TEC consists of 21 university faculty and administrators, 10 school partnership teachers, one community college coordinator, and one student member. The TEC advises and provides oversight in the preparation of teachers. A major function of the TEC is to oversee the admission of candidates to teacher education and student teaching with respect to the qualifications of the candidates and the monitoring and adherence of the policies and procedures established by the TEC. All members, including student members, vote on issues brought before the committee.

School partners have been instrumental in helping to improve teacher education. Several changes were initiated as a result of suggestions from P-12 educators.

Dispositions Checklist. Several items on the Dispositions Checklist were identified by cooperating teachers through focus group meetings and feedback on field placement materials. These items were listed under the heading of Professional Responsibility. The items included dress, punctuality, and attendance and came about as a result of feedback from P-12 educators.

Student Teacher Evaluation. The student teacher evaluation instrument was revised at the request of cooperating teachers. Cooperating teachers felt that the evaluation was too lengthy and contained too much redundancy. Cooperating teachers reviewed several iterations of the instrument and pilot tested several revisions before the current student teaching evaluation was approved.

On-going collaboration occurs between the unit and school partners in the following ways:

Student Teacher Orientation. All cooperating teachers participate in a “pre” student teaching orientation. The purpose of the orientation is to acquaint cooperating teachers with the unit’s student teaching program and to assure that cooperating teachers understand how to rate the Exit Criteria (Student Teacher Evaluation). Cooperating teachers are also invited to a “post” student teaching focus group meeting. Student teachers, university supervisors, and university educators participate as well. All stakeholders provide important information to help improve the program (Exhibit 3.3).

Collaborative Agreements. The unit and school partners have designed collaborative agreements (signed by both parties) which include specific assignments and experiences to help candidates acquire the knowledge, skills, and dispositions delineated in the conceptual framework (Exhibit 3.4). These collaborative agreements describe how candidates are placed in P-12 school settings; the roles and responsibilities of university educators and school partners; the beginning and ending dates of the placement; the qualification and selection of cooperating teachers; the roles and responsibilities of candidates; and the evaluation of the candidate’s performance. Both university educators and P-12 educators cooperate in the design, delivery, and evaluation of field and clinical experiences for the mutual benefit of both partners.

Student Teacher Placement. For initial teacher licensure programs, the unit and its school partners jointly determine the specific placement of student teachers and interns for other professional roles to provide appropriate learning experiences. School partners take an active role in placing candidates in P-12 settings. All requests for placement (for initial licensure candidates) originate with the Office of Teacher Education and are submitted to the school systems for processing (Exhibit 3.5). School partners, P-12 principals and university educators jointly place candidates in field experiences and make decisions about these placements. There is an ongoing dialogue between school partners and the Office of Teacher Education about placement requests. School partners are instrumental in selecting cooperating teachers based on specific criteria decided on by the unit and school partners. Both university educators and school partners work to ensure that candidates are placed in diverse settings. Diverse settings are tracked in two ways. First, the Office of Teacher Education checks each placement request to review the candidate’s placement history and, based on the results of the review, makes placement decisions. Additionally, school partners provide information to the Director of Teacher Education or program coordinators regarding the diverse make-up of the school such as the percentage of minority students, the percentage of free and reduced lunch students, and the percentage of special needs students. School partners identify P-12 teachers who meet or who do not meet the requirements specified in the signed agreements. School partners also make university educators aware of their “potential” cooperating teacher pool for the next field placement cycle.

The collaborative agreements specify the nature of the experience (observation, student teaching, research projects) and the beginning and ending dates of the field experience. School partners provide information to unit faculty about P-12 school settings relative to their programs (special programs or curricular), grade configurations, year round or traditional school schedule.

Both P-12 educators and university educators supervise and evaluate the experience. School partners serve on the unit's Teacher Education Committee and play an important role in the selection, implementation, assignment, duration, and evaluation of the experiences. School partners who serve on the Teacher Education Committee participated in the development and revision of the unit's conceptual framework.

Student teacher placements are determined by the Director of Field Experiences in collaboration with school partners (Exhibit 3.6). The dyad considers the candidate's school request and their school placement history. The candidate is placed in light of his or her placement history (i.e., prior or no diverse experiences), satisfactory completion of the application process, and a minimum GPA of 2.5. Candidates are evaluated bi-weekly by cooperating teachers in the schools. The university supervisors make four evaluative visits to the student teacher. Both the cooperating teacher and the university supervisor complete a final evaluation of the student teacher. Candidates must earn a minimum of 3 for each item on the evaluation. Student teaching consists of 10 weeks for middle grades, K-12, and secondary candidates, and 12 weeks for elementary education majors. School principals are requested to participate in evaluating the student teachers. The Exit Criteria (Student Teacher Evaluation) is aligned with the unit conceptual framework and the NCATE and *INTASC* standards and is used to evaluate the candidate. Candidates receive ratings of Distinguished (5), Proficient (4), Satisfactory (3), Basic (2), and Unsatisfactory (1) on the evaluation.

Alternative Licensure Candidates. There is little collaboration between the unit and P-12 educators concerning the placement of alternative licensure candidates (lateral entry). Alternative licensure candidates usually use their school teaching assignment for their internship. Course instructors or site supervisors evaluate the experience.

Field Experience for Advanced Candidates. Candidates in the M.Ed. program are licensed teachers and use their class room setting for their field experiences. Because the M.Ed. candidates use their own classrooms, formal placement requests are not made to school systems. Advanced field experiences are jointly designed, implemented and evaluated by unit faculty and P-12 teachers and administrators. Candidates usually participate in action research, complete their product of learning, research diversity, or demonstrate technological competence during their field experiences. The assignments are designed to increase candidate's content knowledge and knowledge of improving student learning and achievement. Field experiences are embedded throughout the advanced programs and the assignments are designed to link theory with practice. Course instructors evaluate the field experience products.

Field Experiences for Other School Personnel. Candidates in the Master of School Administration and the Doctor of Educational Leadership have field experiences which have been designed and implemented by school partners and MSA or Ed.D. faculty. Candidates seek permission from school systems to do their field experience. Candidates research plans must be reviewed by course faculty and approved prior to beginning the internship. Course instructors and site supervisors evaluate the research assignment.

Element 3.2: Design, Implementation, and Evaluation of Field Experiences

Field experiences facilitate candidates' development as professional educators by providing opportunities for candidates to observe in schools and other agencies, tutor students, assist teachers or other school personnel, attend school board meetings, and participate in education-related community events prior to clinical practice. All initial degree-seeking and licensure-only candidates follow this sequence of field experiences. In Phase I, which occurs prior to admission to teacher education, candidates observe, tutor, and work with small groups. Phase II occurs after admission to teacher education and requires candidates to expand Phase I activities through more direct engagement and assistance with the cooperating teacher and P-12 students. Phase III occurs during student teaching, where the candidate applies knowledge of state and national standards to teaching and ultimately assumes more responsibility for teaching students and management of the classroom. Table 3.1 shows the distribution of field experiences across coursework (Exhibit 3.7).

Table 3.1: Coursework and Field Experiences at the Initial Level

Phase I		
Course	Required Clock Hours	Activities
Professional Education EDUC 211 Lab Experiences in Area Schools	20	Observation, tutoring, small group activities
Professional Education EDUC 310 Foundations of Education	10	Tutoring, small group activities; working with diverse students
Professional Education EDUC 330 Educational Psychology and Measurement	10	Observe student/teacher interaction; tutoring; working with small groups
Professional Education EDUC 340 Human Growth and Development	10	Observe growth and development of students; tutoring; small group interaction
SPED 480	90	Observation, tutoring, small group activities
SPED 320 Education of the Exceptional Child	10	Hands on experiences with exceptional learners; one on one tutoring with special needs students.
Phase II		
EDMG 461 Teaching Language Arts in the Middle Grades	10	Reflecting, tutoring, assisting; analyzing instructional strategies; instructional strategies for diverse students; discussion of technology integration; communicating with parents
EDMG 462 Teaching Social Studies in the Middle Grades	10	Reflect on lesson plans, teaching small group; technology integration; planning for diverse learners; communicating with parents;

Phase III		
Course	Required Clock Hours	Activities
EDUC 470 Student Teaching (Elementary, Middle Grades)	12 s.h (Elementary) 6 s.h. (All other programs)	Apply knowledge of state and national standards to teaching; assume full responsibility for planning, teaching, and assessing
EDUC 480 Student Teaching (Secondary, K-12)		
SPED 470 Student Teaching (P-12)		

Advanced Level M.Ed.

Course	Required Clock Hours	Activities
EDUC 641 Advanced Studies in Human Development and Learning	10	Engage in advanced research in growth and development to improve teaching and learning
EDUC 690 Applied Research in Education	10	Use knowledge of research to solve classroom problems
SPED 698	100	Engage in activities/assignments designed to prepare the product of learning

Other School Personnel MSA

Course	Required Clock Hours	Activities
EDAM 680 Part I	3	Engage in activities/assignments designed to help meet the ELCC standards
EDAM 690 Part II	6	Engage in activities/assignments designed to help meet the ELCC standards
EDAM 691	6	Engage in activities/assignments designed to help meet the ELCC standards

Other School Personnel EDD

Course	Required Hours	Activities
EDLE 730 Part I	3	Engage in activities/assignments designed to help meet the ELCC standards
EDLE 730 Part II	3	Engage in activities/assignments designed to help meet the ELCC standards

Clinical practice is sufficiently extensive and intensive for candidates to demonstrate proficiencies in the professional roles for which they are preparing. Initial candidates begin with observation, progress to small and whole group participation to full participation during student teaching. Pre-service teachers log approximately eighty hours prior to student teaching and complete approximately 350 hours during student teaching. Elementary education majors complete semester long internships and have more contact

hours in school settings. The unit designs multiple field experiences in diverse settings and grade configurations to help candidates develop a more comprehensive understanding of the teaching and learning process. Candidates must provide evidence of working with families and the extensive and intensive clinical experiences help to broaden their understanding of families and communities. Content knowledge, teaching strategies with emphasis on differentiated teaching and assessing and technology integration, are enhanced by the extensive and intensive clinical experiences.

At the advanced level, clinical practice continues to be sufficiently extensive and intensive for candidates to demonstrate proficiencies in the professional roles for which they are preparing. Master of education candidates are fully licensed teachers and utilize their field experiences to improve their practice. Graduate professionals use their knowledge of research and human development to pursue in-depth study of their teaching practices. Master of School Administration and doctoral candidates have year long internships built into their programs which provide opportunities to participate in a variety of school related experiences.

Both field experiences and clinical practice reflect the unit's conceptual framework and help candidates continue to develop the content, professional, and pedagogical knowledge, skills, and dispositions delineated in standards.

Field and clinical experiences are also aligned with national and state standards. Candidate proficiencies in the conceptual framework are included in the Exit Criteria (Student Teacher Evaluation), the Lesson Plan Rubric, the Dispositions Checklist, the Instructional Technology Portfolio, and syllabi for courses that incorporate field-based experiences. The conceptual framework speaks to the development of knowledgeable, reflective, and caring educational professionals who are prepared to work in diverse settings and to work with families to support student learning. Knowledgeable, reflective, and caring educational professionals are prepared to work in diverse settings and are prepared to work with families to support student learning. Reflection is the hallmark of teaching. Candidates analyze their own performance and teaching decisions made in field experiences and are also assessed on their reflection. Candidates learn to be sensitive to students' diverse linguistic and cultural backgrounds and consider all aspects of the student and his or her family structure when planning instruction and assessment. Pre-service candidates are expected to respect and value all individuals, and are assessed on dispositions to that effect. Candidates are also expected to demonstrate, in their field experiences, that they can integrate technology in instruction. Candidates are expected to possess in-depth knowledge of their content but also possess a caring disposition and practice ethical responsibility. Through assignments and reflections associated with field experiences, candidates are prepared to support student learning in diverse settings and reflect on the unit's conceptual framework.

Evidence from assessments attests to candidate development of pedagogical knowledge and skills during field experiences. For example, candidates have to show that they know how to assess diverse students as a requirement for the Instructional Technology Portfolio. Between fall 2004 and spring 2006, 92 candidates received ratings of 3.45 out

of a possible 4.00 for assessing diverse students. On the Student Teacher Evaluation, 155 of the 179 candidates (87%) received ratings of “distinguished” for using a variety of strategies and assessments based on the P-12 students’ learning needs. Thirteen percent (N=23) received ratings of “proficient.” Ninety percent of the 49 M.Ed. candidates (N=44) between fall 2004 and spring 2006 provided evidence of knowing how to assess diverse students as a requirement for the product of learning.

Clinical practice allows candidates to use information technology to support teaching and learning.

During field experiences, candidates have an opportunity to carry out the proficiencies related to technology described in the conceptual framework and the NC Technology Standards. Candidates demonstrate meeting technology standards by completing the Instructional Technology Portfolio which requires demonstrating skill in using a variety of multi media equipment such as computers, cameras, scanners, and burners. The Instructional Technology Portfolio includes professional information, computer generated materials, unit plan for assessing diverse experiences, instructional elements such as lesson plans, and Power Point presentations.

In methods courses, candidates keep abreast of software programs in their discipline and the various drill-and-practice, tutorials, and word processing software. Candidates use Internet search engines, spreadsheets and databases, and math majors use graphing calculators in their lesson planning.

Criteria for clinical faculty are clear and known to all of the involved parties. Clinical faculty are accomplished school professionals. There are a number of criteria used to select clinical school-based faculty members. University educators, the Director of Teacher Education, and school partners use formal and informal procedures to identify and select clinical faculty. Clinical faculty must hold a continuing NC license in the area of supervision, should have a minimum of three years of successful teaching as evidenced by their evaluations and feedback from principals and lead teachers, must have a positive recommendation from the principal, and should be committed to supervising a student teacher.

Through collaborative agreements, the unit and school partners define their expectations for clinical faculty. Placement requests for initial candidates originate with the Director of Teacher Education who forwards these requests to the central office of the school systems. Principals and or assistant principals select cooperating teachers, using the criteria identified in the formal agreements. Student teachers and university supervisors provide feedback to the Director of Teacher Education about any cooperating teacher whose supervision of the student teacher was questionable. The Director of Teacher Education is then responsible for informing the cooperating teacher’s principal of any concerns that have arisen. There is no record of any principal recommending a cooperating teacher that the unit felt would not provide the proper supervision. The unit and school partners have a professional, yet amicable working relationship, and have always been able to resolve placement issues. Placement matters usually rest with the

Director of Teacher Education and the principal. At the end of student teaching, clinical faculty are evaluated informally by university supervisors and student teachers.

As noted above, an orientation to the unit's clinical field experiences and internships is provided for faculty, cooperating teachers and student teachers at the beginning of each semester. The orientation includes an overview of the policies and procedures governing the program and a review of the evaluated items and rating system used for the evaluation instrument. The orientation also includes the discussion of best practices, teaching diverse students, and integrating technology into teaching. Additional information for clinical faculty is included in the Student Teaching Handbooks (such as legal and procedural policies, licensure process and substitute teaching) and Field Experiences Handbook.

Clinical faculty provide regular and continuing support for student teachers and other interns through such processes as observation, conferencing, group discussion, email, and the use of other technology. Clinical faculty provide regular and continuous support for initial and advanced candidates by observing and conferencing with candidates; assisting with planning and reviewing the lessons/assignments before they are presented; conducting small group discussions; meeting and discussing the experience with university faculty and supervisors; attending workshops sponsored by the school systems to improve teaching; and keeping abreast of instructional techniques and new technologies.

Unit faculty supervise and provide support to graduate candidates. Unit faculty visit candidates in the field, meet with graduate candidates at the university, stay in touch through email, and in general maintain consistent contact with graduate candidates. University faculty provide input to advanced candidates regarding their action research and other projects. As candidates complete their projects, there is more interaction between faculty and candidates. Master of School Administration candidates also attend a weekly seminar during their internship.

Element 3.3: Candidates' Knowledge, Skills, and Dispositions

Entry and exit criteria exist for candidates in clinical practice. At the undergraduate level, admission to student teaching requires a minimum 2.5 cumulative GPA, a grade of C or higher in all education courses, and the completion of all required courses. Successfully passing PRAXIS I is a requirement for admission to teacher education. To satisfactorily complete student teaching, candidates must receive a rating of "satisfactory" or higher on all components in the Exit Criteria (Student Teacher Evaluation). To provide evidence of meeting the technology standards (NC), candidates must receive a rating of "satisfactory" or higher on the components of the Instructional Technology Portfolio. Candidates must also provide evidence of improving student learning as a part of the final technology portfolio grade. From entry into the program until candidates complete the program, they must maintain a cumulative overall GPA of 2.5.

Assessments used in clinical practice are linked to candidate competencies delineated in professional, state, and institutional standards. All of the assessments used in clinical practice are aligned with the conceptual framework and state and national standards. The conceptual framework delineates the candidate proficiencies that the unit believes are necessary to prepare knowledgeable, reflective, and caring education professionals. The candidate proficiencies outlined in the conceptual framework—such as possessing in-depth content knowledge (content knowledge), knowledge of teaching and knowledge of human growth and development (professional and pedagogical knowledge), valuing individual worth (diversity)—are proficiencies advocated by state and national standards. During clinical practice for initial candidates, assessments such as the Student Teacher Evaluation, Lesson Plan Rubric, Dispositions Checklist, Instructional Technology Portfolio, Graduate and Program Completer Survey, and the Employer Survey were designed to assure that the state and national standards as well as candidate proficiencies listed in the conceptual framework are assessed.

Multiple assessment strategies are used to evaluate candidates' performance and effect on student learning. Initial candidates provide evidence of helping P-12 students improve their learning and achievement by planning, pre-assessing, and giving a post-assessment to P-12 students. Candidates review the results and describe what happened and what the next steps are. Candidates graph their students' performance, review the results and describe what happened and what the next steps are. As a part of the technology portfolio, candidates must prepare lesson plans that accommodate diverse learners and design culturally sensitive assessments.

As described in the Student Teaching Handbook, school faculty, and college or university faculty jointly conduct assessments of candidate performance throughout clinical practice. During student teaching, the cooperating teacher and the university supervisor assess the student teacher. The cooperating teacher completes bi-weekly evaluations on the student teacher. The university supervisor makes four evaluative visits. The cooperating teacher, the university supervisor, and the student teacher conference, discuss instructional strategies, and classroom management procedures.

Both field experiences and clinical practice allow time for reflection and include feedback from peers and clinical faculty. Reflection is one of the organizing themes of the conceptual framework. Candidates reflect on their performance and discuss their reflection with the cooperating teacher and the university supervisor. Student teachers are enrolled in the seminar class while they are student teaching and must keep a reflective journal of their experiences.

Candidates' field placements are tracked by reviewing the candidates' placement record in the Office of Teacher Education. The Office of Teacher Education evaluates a number of options before assigning a candidate to a school setting. The majority of schools to which candidates are assigned have diverse students and faculty.

One hundred and forty-nine cooperating teachers between fall 2004 and spring 2006 rated 179 student teachers' overall performance during student teaching at the "proficient"

level (83%). Thirteen student teachers received ratings of “distinguished,” the highest level. These data indicate that our candidates are successful as teachers during student teaching.

Overall, both initial and advanced candidates were satisfied with their student teaching and internships. Of the 189 initial candidates, (2004-2006) ninety two percent of the candidates (N=175) “strongly agreed” that they were very satisfied with their student teaching and internship.

Advanced Level

In the advanced level programs for continuing preparation of teachers, candidates are guided by the NC Standards for the Master’s Degree License program. At the advanced level, there is a strong emphasis on studying current trends and issues and research and applying this research to classroom practice. Master of Education candidates are licensed teachers and conduct action research to benefit their instruction or to benefit their school.

To be admitted to the M.Ed. program, candidates must have a minimum cumulative 2.5 GPA and must maintain a minimum 3.00 GPA throughout the program. Candidates must also provide satisfactory scores from the MAT or GRE. Master of Education candidates are licensed teachers and have already met PRAXIS II requirements.

Candidates must complete a product of learning (action research, portfolio, thesis) as the exit requirement from field experiences. The field experience assignment for M.Ed. candidates includes components from the product of learning. Candidates use the state master’s standards to prepare the product of learning, and use that artifact as the basis of evidence of meeting the standards. Written reflections are submitted for each of the standards.

Master of Education candidates must show evidence of meeting the NC Standards for the Master’s Degree License. Candidates complete a product of learning (portfolio, thesis, or action research project) to show that they have met the NC standards (Exhibit 3.32). Candidates must earn a rating of “at standard” for each component in the portfolio. The portfolio is assessed by university educators and P-12 educators. Candidates have an opportunity to extend their technological competence as they complete the portfolio. Assessments linked to advanced standards are selected based on state and national standards and the conceptual framework.

Eighty-five percent of the 49 M.Ed. candidates (N=42) who completed a portfolio between fall 2004 and spring 2006 were rated “at standard” on all components in the portfolio. Fifteen percent (N= 7) were rated “above standard.” On the Graduate and Program Completer Survey, eighty-seven percent of the 140 advanced candidates (N= 123) “strongly agreed” that they were satisfied with their internships and thirteen percent (N= 17) “agreed” that they were satisfied with their internship. Overall, advanced candidates were satisfied with their internships.

Other School Personnel

Admission to the doctoral program (Ed.D.) requires a 3.50 GPA while a 2.50 GPA is required for the MSA candidates. Candidates must maintain these minimum GPAs throughout the program. Candidates must complete assignments linked to an inquiry project. Various items in the inquiry project are evaluated throughout the internship. The internship is assessed based on the journal, seminar participation, conferences with site supervisors and unit faculty, and self evaluations. Candidates must participate in seminar sessions during the internship. Unit faculty and site supervisors assess the candidate's performance and assignments. Candidates must earn an "acceptable rating" on all items. On the Graduate and Program Completer Survey (fall 2004-spring 2006), thirty-five MSA candidates (N=30;86%) "strongly agreed" and fourteen percent (N=5) "agreed" that they were satisfied with their internship experience. One hundred percent of the six doctoral candidates "strongly agreed" that they were satisfied with their internship. Both the MSA candidates and the Ed. D. candidates were satisfied with their internships.

All advanced field experiences provide time for reflection and feedback during clinical practice. All field experiences include a reflection component. Candidates have an opportunity to self-reflect and make decisions.

SUMMARY

Field experiences and clinical practice represent the cornerstone of the teacher preparation program. The strength and success of field experiences lie in the shared responsibility for these experiences by the unit and our school partners. The unit and school partners collaborate on the design, implementation, placement, and evaluation of field experiences for initial and advanced candidates. All practica, internships, and field experiences are based on state and national standards.

All stakeholders are committed to finding school settings that provide candidates with placements in a variety of settings with P-12 students. It is through these settings which represent ethnic, racial, cultural groups and students with exceptionalities that candidate proficiencies described in the conceptual framework can be acquired.

STANDARD 4: DIVERSITY

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Introduction

The unit views both candidate and classroom diversity as a strength and endorses the acceptance, valuing, and respecting of individuals from all cultural and linguistic backgrounds. Our preparation program is committed to designing programs that advance the values, attitudes, and skills that teachers need to be fair and effective with all students. The curricula and field experiences are designed to accommodate and reflect diversity.

The Fayetteville State University's Response to Minority Presence Plan (Exhibit 4.1) outlines the university's desire to promote the educational benefits of diversity for all students. The Plan states that FSU remains committed to providing a quality education for students of all races and ethnic backgrounds, and also affirms that the university seeks to become a national model for promoting diversity to enhance the educational experience of all students and prepare them effectively for success in increasingly diverse communities and workplaces.

Element 4.1 Design, Implementation, and Evaluation

The conceptual framework's theme reflects the unit's desire to prepare knowledgeable, reflective, and caring education professionals who support student learning, within a context of family and community participation, for a diverse, technological, and global society. The unit believes strongly that candidates should be prepared to value, respect, and teach so that all students, especially diverse students can learn and achieve.

The conceptual framework and the NC Diversity Standards listed below delineate the proficiencies for initial and advanced candidates relative to diversity. In sum, candidates are expected to develop and demonstrate knowledge (know the important concepts in the discipline and be able to help all students understand and learn those concepts, especially diverse students), skills (consider cultural and ability differences when teaching, assessing, and evaluating learners, especially diverse learners), and dispositions (establish and maintain a positive climate in the learning environment, and demonstrate and display respect for diverse people).

Proficiencies Related to Diversity (Initial and Advanced)

Candidates are expected to develop and demonstrate that they:

1. Believe that all students can learn and that student learning is the primary responsibility of the teacher.
2. Demonstrate and display respect for diverse people, wide-ranging family structures, different ability levels, and different ideas and viewpoints.
3. Consider and plan for cultural and ability differences when teaching, assessing, and evaluating learners.
4. Establish and maintain a positive climate in the learning environment and in the community.
5. Develop and implement high expectations for learners, including strategies for success.

NC Diversity Standards

There are two sets of standards addressing diversity in the NC Program Approval Standards. All candidates seeking initial licensure must provide evidence of meeting the NC Diversity Standards. Initial licensure programs address the NC Core Standards and Standard 4 of the Program Approval Standards. Programs whose candidates are already licensed only respond to Standard 4 of the Program Approval Standards.

The NC Diversity Standards include:

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|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard 1 | Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners. |
| Standard 2 | Teachers understand how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions. |
| Standard 3 | Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners. |
| Standard 4 | Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners. |

- Standard 5 Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.
- Standard 6 Teachers of diverse students are reflective practitioners who are committed to educational equity.

All courses, core and specialty area courses, field experiences, and university and unit activities focusing on diversity are designed to help candidates understand the importance of diversity in teaching and learning. Diversity is considered when courses or assessments are being developed or revised.

Initial Level

In the initial stages of the teacher education program, the focus is to help candidates understand the importance of valuing and respecting every individual; treating P-12 students in a fair and just manner; and making the curriculum accessible (full access) to all students, by taking into consideration their cultural and ability differences. In the initial stages (Table 4.1), unit faculty seek to heighten the awareness and understanding of diversity and seek to help candidates learn about diversity and the importance of treating all students fairly. In the next stage of the program (Table 4.1), candidates progress to an understanding of the role that diversity plays relative to the curriculum, that is, the interaction between their teaching methods and the candidates learning styles, or developmental level. The last stage (Table 4.1) represents an amalgam of the three—considering ability differences when teaching, assessing, and evaluating diverse learners and treating all learners fairly. Candidates must have a thorough understanding of the first two stages to fully understand the last stage. The unit designs a program which helps candidates acquire the knowledge, skills, and dispositions outlined in the conceptual framework.

Candidates have opportunities to learn about diversity in courses; gain first hand knowledge of diversity in P-12 schools through field experiences in a variety of settings; and be evaluated by the cooperating teacher or course instructor as the candidate interacts with diverse P-12 students. Table 4.1 demonstrates the progression of coursework, experiences, and assessments that focus on diversity.

Table 4.1: Progression of Candidate Knowledge about Diversity (Initial Level)

Program	Diversity Emphasis	Field Experience Assignment	Assessment
Stage 1	Awareness and understanding of diversity; learning about diversity		
Professional Education Courses			

Program	Diversity Emphasis	Field Experience Assignment	Assessment
EDUC 211 Lab Experience Area Schools	Broadening understanding of societal and cultural differences	Observing and working with diverse students; tutoring diverse students; selecting diverse school sites; demonstrating fairness, equity, appropriate behavior	Reflection; discuss experience in courses Dispositions Checklist-Professional Dispositions and Qualities, fair and just in interactions
EDUC 310 Foundations of Education	Effect of impact of past policies on education		
EDUC 330 Education Psychology	Understanding learning styles		
EDUC 340 Human Development	Developmental levels		
Stage 2	Modifying and differentiating teaching and assessment		
Elementary Education			
Methods ELEM 353 Lang Arts ELEM 354 Social Studies EDUC 455 Mathematics ELEM 456 Science Other courses ELEM 451 Classroom Management ENGL 300 Children's Literature SPED 320 Education Exceptional Child READ 315 Teaching Reading Elementary School	Developmentally appropriate instruction and assessment; develop instructional opportunities adapted to diverse learners	Plan lessons illustrating differentiated learning and assessment; teach small groups; plan for all levels—high, medium, low	Lesson Plan Rubric-Teaching Context; Differentiating Instruction Dispositions Checklist-Fair and just in interactions with students
Middle Grades			
EDUC 400 Middle School EDUC 450 EDUC 461 Language Arts EDUC 462 Social Studies EDUC 463 Science Other Courses ENGL 301 Adolescent Lit Read 320 Reading in Secondary Education SPED 320 Exceptional Child	Modifying instruction to meet needs of P-12 students; demonstrate fairness, equity, appropriate behavior	Modify instruction based on assessment results; use pre-assessment techniques to determine instruction	Lesson Plan Rubric-Teaching Context; Differentiating Instruction Dispositions Checklist-Fair and just in interactions with students
Secondary 9-12			
Methods EDUC 460-	Modifying instruction to meet needs of P-12	Use a variety of differentiated	Lesson Plan Rubric-Teaching Context;

Program	Diversity Emphasis	Field Experience Assignment	Assessment
English Methods Math Methods Science Methods Social Studies Methods EDUC 421 Principles Secondary Education READ 320 Reading in Secondary School	students; demonstrate fairness, equity, appropriate behavior	instructional strategies and assessments; focus on connecting subject matter with student's culture	Differentiating Instruction Dispositions Checklist- Fair and just in interactions with students
K-12 Subjects			
Methods EDUC 460 Music EDUC 460 Physical Ed EDUC 460 Health Ed EDUC 460 Spanish EDUC Special Ed 465	Creating a positive learning environment; modifying instruction to meet needs of P-12 students; demonstrate fairness, equity, appropriate behavior	Use a variety of differentiated instructional strategies and assessments; focus on connecting subject matter with student's culture; use behaviors that promote success in the learning environment	Lesson Plan Rubric- Teaching Context; Differentiating Instruction Dispositions Checklist- Fair and just in interactions with students
Stage 3	Extending, integrating, and refining knowledge; using this knowledge in teaching		
Student Teaching/Internships			
Student Teaching/Internships	Professional Dispositions	Assess candidate's performance in instruction; Assess candidate's ability to work with diverse students, to interact positively; fair and just treatment for all students	Exit Criteria (Student Teacher Evaluation)- Guideline 1:4; 2.2;4 Graduate and Program Completer Survey- Diversity Dispositions Employer Survey Diversity Student Learning Instructional Technology Portfolio- Assessment of Diverse Learners

The professional education courses are the first courses in the teacher preparation sequence. Candidates take EDUC 211 Lab Experiences in Area Schools, EDUC 310 Foundations of Education (functioning in diverse society); EDUC 330 Educational Psychology (individual differences, exceptionalities, understanding student achievement) and EDUC 340 Human Development (looking at variations in growth and development and the impact that development has on teaching and learning). The focus in these courses is on the awareness and understanding of diversity and fair and just treatment in interactions in P-12 settings. Both candidates' self-ratings from the Dispositions Checklist (N= 147; fall 2005-spring 2006) and the cooperating teachers' ratings of candidates' dispositions on the Student Teacher Evaluation (N= 179; fall 2004- spring

2006) indicated that 96 percent of candidates “treated all P-12 students fairly and equitably; and interactions with students were respectful and appropriate.”

The second stage of a candidate’s program (modifying and differentiating teaching and assessment) is characterized by differentiating instruction and assessment. Awareness and understanding of diversity are still stressed. All methods courses, elementary, middle grades, secondary 9-12, and special education, extend candidates’ knowledge base about diversity. Field experiences include developing lesson plans that require differentiation in teaching and assessment. Ninety percent of the 21 candidates were rated at the “acceptable” level and two candidates scored “at the developing” level on the Lesson Plan Rubric used in the methods courses in spring 2006.

During the final stage of the program, the student teaching experience, cooperating teachers and university supervisors evaluate the candidates’ abilities on various measures related to diversity. Ninety-two percent of the 179 student teachers (N= 164) between fall 2004 and spring 2006 scored at the “proficient” level and eight percent were rated at the “distinguished” level on their ability to “present the material at the proper level of difficulty.” For “considers cultural differences when assessing and evaluating learners,” 100 percent of the candidates (N=179) were rated at the “proficient level”. Seventy-five percent (N=135) were able “to adjust teaching practices based on assessment information” at the “proficient” level and 25 percent met this standard at the “distinguished” level. Similarly, 98 percent of the candidates (N= 176) were rated at the “proficient level” and two percent at the “distinguished level” for “treats all students fairly and equitably.” In addition, candidates earned ratings of 3.82 out of a possible 4.00 for assessing diverse experiences (N=92) for the Instructional Technology Portfolio between fall 2004 and spring 2006. Overall, candidates demonstrate knowledge of teaching diverse students as outlined in state, national, and professional organization standards.

Advanced Level

Master of Education candidates are licensed teachers. In their programs, candidates build on the importance of understanding, valuing, and respecting every individual and refining practices to help improve learning and achievement for diverse learners. At the master’s level, candidates enhance their knowledge of diversity and improve their practice through research and reflection.

At the advanced level, there are three core courses that focus on diversity, in addition to integrating diversity in coursework and field experiences. Advanced candidates continue to investigate topics related to diversity and develop master’s level knowledge, skills, and dispositions that foster understanding and awareness of diversity and modifying instruction to help the diverse learner achieve at high levels. All candidates pursuing the M.Ed. have to complete a product of learning (portfolio, action research, or thesis). Candidates use this venue to explore diversity in more detail. Table 4.2 shows the diversity in the advanced courses.

Table 4.2: Diversity in Program Courses (Advanced level)

Program	Diversity Emphasis	Field Experience Assignment	Assessment
Advanced	Research trends and issues regarding diversity, instruction, assessment		
Master of Education			
EDUC 610 Planning & Implementing Instruction for Diverse Learners EDUC 641 Human Development EDUC 650 Effective Practices for Teaching and Learning EDUC 690 Research in Education EDUC, READ, SPED 515 SPED 518 SPED 698	Build on valuing and respecting every individual; continue refining their practice; understand how teaching and assessing must be informed by the knowledge of the role diversity plays in education; how individual and cultural differences can affect student learning	Action research, case studies of struggling learner; student assessment with analysis; research culturally/developmentally appropriate instruction and assessment	EDUC 698 Portfolio Rubric-Knowledge of Learners 2.1, 2.2, 2.3 Research Expertise 3.1,3.2 Instructional Expertise- 1.1,1.3;Diverse students NC Master’s Standards Course assignments Field experiences
Other School Personnel	Create school culture that promotes respect and success for all		
Educational Leadership			
EDLE 701 Internships	Addressing issues, problems, activities related to diversity; creating a positive learning environment based on data;	Provide evidence of meeting needs of diverse learners, communities; case studies; reflective journals	NC Standards for Educational Leaders Internship assessments Course assignments

Master of Education candidates address diversity through the NC master’s standards and through their product of learning. Of the 49 M. Ed. candidates who completed the EDUC 698 portfolio (fall 2004-spring 2006), 39 (80%) were rated “at standard” and 10 were rated “above standard” for “uses knowledge of diverse learners to evaluate learning.”

Forty-two candidates (86%) were rated “at standard” for “designs and delivers instruction responsive to differences among all learners.” Forty-five candidates (92%) earned ratings of “at standard,” and four (8%) “above standard” for “understands and links subject matter and students’ developmental and diverse needs in the context of school settings.” Seventy-eight percent (N=38) received “at standard” for “reflects on and modifies instruction that fosters student learning.” For Instructional Expertise, “understands and l

inks subject matter and student's developmental and diverse needs," 41 candidates (84%) received "at standard." Master of Education candidates possess the knowledge of diversity and teaching diverse learners defined in state, national and professional organization standards.

Other School Personnel

Candidates in the educational leadership program also take a required course in diversity. Doctoral candidates take EDLE 701 Cultural Diversity in American Schools. The course addresses the origins, concepts, principles, and trends of multicultural education.

Diversity is addressed in both the MSA and the Ed.D. courses. Candidates in these programs also respond to diversity through the NC Standards for Educational Leaders. Field experiences and internships are designed to provide opportunities for candidates to interact with diverse candidates and P-12 educators. Candidates are assessed based on how well they respond to the diversity delineated in the standards and how well they interact with P-12 faculty and students. Diversity is also addressed in the interview during admission for doctoral candidates and during the comprehensive exams for MSA and Ed.D. candidates.

On the Graduate and Program Completer Survey between fall 2004 and spring 2006, all 41 MSA and doctoral candidates (100%) who responded "strongly agreed" that they were "prepared to work with diverse students." Employers rated candidates (N= 19; 100%) as "very well prepared" to "work with diverse students." Doctoral candidates and MSA candidates demonstrate that they have the knowledge to work with diverse students represented in state, national, and professional organization standards.

Element 4.2: Experiences Working with Diverse Faculty

The unit faculty includes 34% African American males, 42% African American females, 18% White females and 6% White males. The university and the School of Education are committed to hiring and maintaining a diverse faculty and recruiting a diverse student body. The institution actively seeks to recruit and retain diverse faculty. The unit and the university post position listings in journals and newspapers and other venues with a substantial minority audience.

Candidates have ample opportunities to interact with diverse faculty through the full-time and adjunct faculty in the unit, the College of Basic and Applied Sciences, College of Humanities and Social Sciences, School of Business and Economics, and the School of Education. Many of the candidates in the School of Education take courses in all four colleges and schools. The majority of the faculty in the unit have had teaching experiences in the public schools.

Approximately thirty-five percent of the unit's faculty have had previous experiences teaching in diverse settings. Faculty have also researched diversity (e.g., Brown vs. Board

of Education), made presentations at state and national professional organizations, and served on state-wide committees dedicated to diversity (e.g., NC Closing the Achievement Gap). As a result of their engagement in a range of teaching and scholarship experiences, faculty are able to present different views on diversity and provide additional viewpoints for candidates to reflect on and examine. Table 4.3 describes full-time faculty by gender.

Table 4.3: Full-Time University Faculty by Gender 2005-2006

Total Faculty	Male	Female
200	123	77
	61.5%	38.5%

Table 4.4 displays full-time faculty by ethnicity.

Table 4.4: Full-Time University Faculty by Ethnicity 2002-2006

Year	African American	Asian	Hispanic	White	Total
2002-2003	94 54.6%	23 13.3%		55 31.9%	172
2003-2004	111 56.3%	23 11.6%	3 .01%	63 31.9%	200
2004-2005	80 45.4%	25 14.2%	2 .01%	69 39.2%	176
2005-2006	87 44%	34 17%		74 37%	195
Total	372	105	5	261	743

Table 4.5 displays the demographic information of professional education, university, and school-based faculty.

Table 4.5: Faculty Demographics

	Prof. Ed. Faculty in Initial Teacher Preparation Programs	Prof. Ed. Faculty in Advanced Programs*	2005-2006 All Faculty in the Institution	School-based faculty
	N (%)	N (%)	N (%)	N (%)
American Indian or Alaskan Native	0	0	1(<1%)	< 1%
Asian or Pacific Islander	0	0	33(17%)	<1%
Black, non-Hispanic	43(76%)	18(67%)	87(44%)	17%
Hispanic	0	0	5(<1%)	<1%
White, non-Hispanic	13(23%)	9(33%)	74(37%)	80%
Two or more races	0	0	0	0
Other	0	0	0	0
Race/ethnicity unknown	0	0	0	0
Total	56	27	200	100%
Female	34	16	123	75%
Male	22	11	77	25%
Total	56	27	200	100%

Element 4.3: Experiences Working with Diverse Candidates

The majority of students who attend FSU are from North Carolina (91%). The remaining nine percent come from various regions of the country as well as from foreign countries.

The unit supports candidates with special needs/exceptionalities, including the provision of academic support, and follows the regulations delineated in the Americans with Disabilities Act.

Candidates have an opportunity to interact with diverse candidates as a result of the diverse make-up of the university and the community. The university supports activities focusing on diversity for candidates and faculty and extends this support to global initiatives. For example, candidates recently participated in a pilot student teaching program in Japan to determine the feasibility of sustaining such a program. Candidates have also engaged in study abroad in Spain and the institution is exploring study abroad programs with Mexico and Africa. Eight students and a teacher from China are spending the 2006-2007 academic year at the university. The students are studying English and the teacher is teaching Chinese. One of the Chinese students has enrolled in the doctoral program.

The university's recruitment practices include targeting students in general and also targeting minority students. The recruitment involves providing information about specific loans and grants, information about scholarships or loans, advisement services, and general information about the admissions process. Table 4.6 shows the demographic information on candidates in the unit, at the institution, and students in the university's geographical service area.

Table 4.6: Candidate Demographics

	Candidates in Initial Teacher Preparation Programs	Candidates in Advanced Preparation Programs	All Students in the Institution	Demographics of Geographical Area Served by Institution
	N (%)	N(%)	N(%)	%
American Indian or Alaskan Native	2(<1%)	1(<1%)	74(<1%)	5.84%
Asian or Pacific Islander	0	2(2%)	80(<1%)	.65%
Black, non-Hispanic	168(58%)	31(36%)	3,538(67%)	36%
Hispanic	9(3%)	2(2%)	285(<1%)	10.0%
White, non Hispanic	109(38%)	50(58%)	1091(21%)	46.9%
Two or more races	0	0	0	0
Other	0	0	0	0
Race/ethnicity unknown	0	0	0	0
Total	288	86	5068	99.17%

Female	217	74	3372	
Male	71	12	1696	
Total	288	86	5068	

Element 4.4: Experiences Working with Diverse Students in P-12 Schools

Cumberland County, the county in which the university is located, is racially and ethnically diverse. There are also two military bases located near the university. The Cumberland County School System is 51.0 percent African American, 1.83 percent American Indian, 1.76 percent Asian, 6.34 percent Hispanic, 38.8 percent White, and 3.95 percent Other.

The catchment area for the university, southeastern North Carolina, is similar to the rest of the state of North Carolina, experiencing a rapid increase in racial, ethnic, and cultural groups. The P-12 schools in which candidates are placed represent urban and rural settings, are racially, ethnically, and culturally diverse and include students with exceptionalities. Field experience sites include low-performing schools, high achieving schools, and alternative schools.

Beginning with the first field experience, candidates begin a placement record. Candidates’ placements are monitored by the Office of Teacher Education to assure the unit that they have field experiences in a diverse setting. For many candidates, the majority of their experiences are in diverse settings as a result of the make-up of the P-12 schools. Elementary education majors complete their field experiences in the professional development schools. The professional development schools have high enrollments of minority and exceptional needs students. Secondary and middle level candidates have field experiences at their grade configurations (9-12 level and 6-9) and also have field experiences in alternative schools, schools with high numbers of special needs students and in schools with specialized programs. Candidates have field experiences in a variety of school settings and at different grade levels. Pre-professional candidates who major in K-12 fields often have placements at all three levels, adding to the likelihood that one of the placements will be diverse.

Tables 4.1 and 4.2 describe the assignments and activities that are designed to help candidates learn the knowledge, skills and dispositions related to diversity during field experiences. Candidates begin with awareness of diversity and progress to modifying instruction so that all students can learn. Candidates reflect on their experiences and plan and teach lessons which are developmentally appropriate. Field experiences provide candidates the opportunity to develop and broaden their knowledge, skills, and dispositions, especially as they relate to diversity.

Advanced Level

Advanced level candidates provide evidence of acquiring the knowledge, skills, and dispositions related to diversity. Table 4.2 describes how advanced candidates build on their knowledge, skills, and dispositions related to diversity. Candidates complete

assignments in diverse settings. Graduate candidates are licensed teachers and many of them use their own classrooms for course assignments. Most candidates have a diverse student body in their classrooms and in cases where diversity is not present, candidates interact with students in other classrooms in their schools, as necessary to complete projects or assignments. Table 4.7 lists the demographic information about clinical sites.

Table 4.7: Demographics of Clinical Sites for Initial and Advanced Programs

School System	African American	American Indian	Asian	Hispanic	White	Total	Exceptionalities
Bladen	2730 49.08%	67 1.2%	10 .18%	364 6.54%	2392 43%	5563	717 12.8%
Columbus County	2768 39.26%	426 6.04%	3 .04%	338 4.79%	3516 49.87%	7051	956 13.5%
Cumberland County	26,961 51.4%	958 1.8	923 1.76%	3,325 6.34%	20272 38.7%	52,439	7,177 13.6%
Duplin County	2936 32.59%	13 .14%	12 .13%	2275 25.24%	3774 41.9%	9010	970 .10%
Harnett County	5748 32.7%	186 1.06%	80 0.5%	1770 10.07%	9777 55.67%	17561	2603 14%
Hoke County	3225 45.9%	976 13.9%	63 0.9%	688 9.8%	2067 29.5%	7019	1011 14%
Johnston County	6044 22%	103 .4%	126 .4%	3603 13%	17745 64.2%	27621	4308 15.5%
Lee County	2551 27.5%	44 .48%	71 .77%	2072 22.4%	4532 48.85%	9270	1049 11%
Moore County	2828 23.3	117 1%	84 .7%	867 7.2%	8191 67.8%	12087	1529 12.6
Richmond County	3495 42%	312 3.74%	68 .81%	422 5.05	4043 48.4%	8340	1092 13%
Robeson County	7408 30.4%	10461 42.9%	131 .6%	1654 6.8%	4687 19.3%	24341	4463 18.3
Rockingham County	3975 27.2%	40 .27%	65 .44%	797 5.45%	9727 66.64%	14604	2120 14.5%
Sampson County	2462 29.9%	109 1.32%	19 .23%	1730 21%	3917 47.55%	8237	997 12.1%
Scotland County	3324 48.04%	906 13.12%	86 1.24%	83 1.2%	2518 36.4%	6917	1066 15.4%
Wayne County	8259 42.85%	30 .16%	201 1.04%	1761 9.15%	9021 46.8%	19272	2903 15.0%

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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.

The School of Education, the College of Humanities and Social Sciences, the College of Applied and Basic Sciences, and the School of Business and Economics collaborate to meet the institution’s policies of teaching, research, and service to ensure that our candidates demonstrate the knowledge, skills, and dispositions outlined in state and national standards. Faculty who teach at the university have a thorough understanding of the content they teach and are well prepared to teach that content at both the initial and advanced levels in the unit. Qualified faculty are described in Table 5.1.

Element 5.1: Qualified Faculty

Table 5.1: School of Education Faculty

Status	2005-2006	2006-2007
Full-time Faculty	43	40
Adjunct Faculty	3	11
Part-time Faculty	2	2
Full-time Administrators	2	1
Total	50	54

Institutional policies and practices are in place to closely monitor and assure quality in hiring faculty and reviewing faculty credentials. The Faculty Handbook delineates the role of tenured and tenure track faculty with respect to teaching, research, and service. The terminal degree in the specialized area is required to receive tenure or to be placed on a tenure track (Faculty Handbook, p.2.5). Ninety-three percent of all faculty at the institution hold the terminal degree and, in most cases, have a NC initial (A), master’s (M) or DG (doctoral) continuing licensure in their specialty area. Tenured and tenure track faculty hold titles of assistant professor, associate professor, and full professor. Faculty who are tenured or on a tenure track are expected to participate in teaching, research and service as well as advise candidates and serve as university supervisors, if this responsibility is a part of their teaching assignment.

The unit does employ adjunct faculty. Adjunct faculty are chosen because of their unique professional contributions to academic programs, because of unanticipated enrollment increases, reduction in load for administrative positions, or to cover high demand courses. Adjunct faculty hold at least a master’s degree and have contemporary professional

experiences in the local schools. Many adjunct faculty have ties with the P-12 schools and collaborate with P-12 educators in professional development activities and writing grants.

Part-time or adjunct faculty must hold at least a master's degree in the specialized area. Adjuncts participate in teaching, supervision of field experiences, advising, and serving on some committees. Adjunct faculty must hold at least a master's degree and are licensed in the area of supervision. Prior P-12 teaching experience is preferred. Adjuncts are not expected to do research; however, adjuncts are evaluated (student course evaluations) in the same manner as tenured or tenure track faculty are evaluated.

Faculty assigned to teach graduate courses or chair thesis or dissertation committees must have graduate teaching status. Graduate faculty must have an earned terminal degree, provide evidence of being able to teach graduate courses, and must have demonstrated evidence of scholarly activity by publishing an article. Associate graduate faculty have the terminal degree and demonstrate evidence of being able to teach graduate courses but have not published an article or provided other evidence of scholarly activity. Tenure and tenure track faculty hold the terminal degree. PDS supervisors conduct and provide professional development activities for candidates, university educators, and P-12 educators.

The unit and the school systems sign collaborative agreements which describe the roles and responsibilities of each party—the unit and the P-12 schools. The agreement outlines minimum qualifications for cooperating teachers. Cooperating teachers must hold a NC continuing A, M, or DG teaching license in their specialized area and must have a minimum of three years of successful teaching. Their recommendation as a cooperating teacher must be approved by their principal.

Element 5.2: Modeling Best Professional Practices in Teaching

Faculty instruction reflects the conceptual framework as well as current research and developments in the fields. The conceptual framework guides the development of programs, courses, field experiences, influences instructional strategies based on the unit's philosophy, and defines the knowledge, skills, and dispositions which candidates must acquire.

Faculty have a thorough understanding of the content they teach. The curriculum is designed to assure that candidates acquire in-depth content knowledge and demonstrate how to teach the content so that all students can learn. The conceptual framework speaks to valuing and respecting the individual worth of each student and modeling ways of integrating technology into their teaching. Faculty adopt teaching strategies which embody the philosophy and tenets espoused in the conceptual framework.

Faculty have revised their undergraduate course syllabi to include state and national standards, description of how diversity, technology, and dispositions are addressed in their course. Graduate course syllabi include specialty area standards and also include

descriptions of how diversity, technology, and dispositions are addressed and assessed in the course.

Unit faculty include instructional practices based on sound research and best practices. Many faculty research instruction and make presentations supporting a particular instructional practice and incorporate the instructional practice in their courses. One of the candidate proficiencies in the conceptual framework speaks to keeping abreast of new ideas and understandings in the field. Faculty are current about research in their field. Unit faculty research and make presentations about instructional practices and model these instructional practices for candidates. The Teaching and Learning Center at the university, conferences and other professional development activities also provide additional opportunities to keep abreast of instructional practices in the field (Exhibit 5.2).

Faculty encourage the development of reflection, critical thinking, problem solving, and professional dispositions. Reflection is one of the components of the conceptual framework. All programs are designed to allow multiple opportunities for initial and advanced candidates to reflect. Candidates write reflections during coursework and field experiences. The Lesson Plan Scoring Rubric includes opportunities for candidates to reflect on their instruction and make adjustments. During student teaching, candidates reflect on their teaching and make adjustments based on their analysis. Advanced candidates respond to case studies and participate in action research.

Faculty teaching encourages candidates' development of critical thinking and problem solving as candidates are assigned to critique teaching practices. All initial licensure candidates provide evidence of meeting the NC Technology Standards. The Instructional Technology Portfolio requires candidates to engage in problem solving and critical thinking.

Faculty model the dispositions that they want candidates to demonstrate. Unit faculty stress the importance of helping candidates establish a caring classroom by helping all P-12 students learn to their fullest potential.

Faculty use a variety of instructional strategies that reflect an understanding of different learning styles. Course syllabi reflect multiple instructional strategies, methods, and assessments that faculty model. Faculty model a variety of teaching strategies and assessments to respond to the diverse learners in P-12 schools. Faculty model cooperative learning, demonstration, case studies, role play, questioning, debates, and direct instruction. There is a concerted effort to model the inclusion of differentiated instruction to assure student learning by all P-12 students. Faculty emphasize using strategies and assessments which reflect the learning needs of P-12 students. Candidates use strategies learned in coursework (which stress differentiated instruction and assessment) during field experiences. Candidates are assessed on using a variety of measures taking into account the students' diverse backgrounds and abilities, and on adjusting teaching practices based on assessment information. Cooperating teachers assess candidate's

teaching performance and provide feedback to candidates. Exhibit 5. 6 illustrates instructional strategies utilized by faculty.

Faculty incorporate the use of technology into instruction such as PowerPoint, discussion board, Blackboard, smart board, web-enhanced coursework, e-mail, and other technologies to enhance their instructional delivery system. (All initial candidates seeking licensure must provide evidence of meeting the NC Technology Standards. Faculty develop assignments and assessments to assist candidates in meeting the technology standards.)

Multiple assessments are used by faculty to determine their instructional effectiveness and to determine whether candidates have acquired the knowledge, skills, and dispositions delineated in the conceptual framework. Faculty use a variety of formal and informal assessments to determine if candidates are learning concepts described in the unit assessment system and to determine how well candidates perform during student teaching in P-12 settings. Candidates provide feedback to the unit about the effectiveness of faculty teaching through the student course evaluations (Exhibit 5.4). Faculty review these course evaluations, the feedback from the Graduate and Program Completer Survey, the Employer Survey, and feedback from candidates to improve their teaching.

Element 5.3: Modeling Best Professional Practices in Scholarship

Faculty in the unit engage in a variety of professional practices in scholarship. Conducting research, writing grants, and publishing articles help faculty examine teaching practices, and improve teaching and learning. All tenured faculty have published as a requirement for tenure. Faculty scholarship is often tied to their teaching.

Faculty understand that participating in scholarly activities is a part of their contractual agreement, their portal to tenure, a higher faculty rank, and a venue for using scholarly activity to inform their teaching practice. The Faculty Handbook stipulates requirements for tenure and promotion (Exhibit 5.7). Evidence of unit faculty scholarship is located in the Exhibit 5.3.

Element 5.4: Modeling Best Professional Practices in Service

Service is an integral part of faculty responsibility (Faculty Handbook, p. 2.6). Faculty volunteer their time and talents at the national, state, local, and institutional levels. Professional contributions provided by faculty include service to the department, unit, institution, state and national professional organizations, NC Department of Public Instruction, and local communities in the FSU catchment area.

Faculty provide numerous services to the public schools. The NC State Board of Education selects priority for universities to address documenting their service to public schools. Services provided to public schools are reported in the institution's IHE Report. The unit provided documentation of its service to beginning teachers, lateral entry teachers (alternative licensure teachers), and service to school administrators.

The unit Office of School Services coordinates and encourages service to public schools. The office maintains an inventory of campus resources that may be of service to the public schools through technical assistance or research initiatives. Other functions include disseminating information to school districts on campus resources and helping school systems find appropriate resources for their school(s). The majority of the faculty, especially unit faculty, provide services to the public schools. Faculty service activities are documented in Exhibit 5.8.

Element 5.5: Collaboration

Unit faculty collaborate with colleagues in P-12 schools, other colleges and schools at the institution, and with members of the broader community on a regular and consistent basis. The unit is actively involved in collaborative efforts with P-12 schools such as the following:

Professional Development Schools

The Department of Elementary Education, through its PDS involvement at nine public Professional Development Schools and one federal school, collaborates with school partners at the PDS to provide quality teaching and learning activities for university faculty, candidates, and P-12 teachers and students. Math 455 Methods of Teaching Math in the Elementary School is collaboratively designed by FSU faculty and P-12 teachers. The course is taught at College Lakes Elementary School by P-12 teachers for teacher assistants. University faculty have also provided workshops on classroom management, technology, literacy, and English as a Second Language. The PDS have also sponsored conferences focusing on math and other content areas (Exhibit 5.5).

Department of Performing and Fine Arts

The Music Education faculty and music majors began a music program at the Alpha Academy located in the city. The Academy did not have a music program. FSU music faculty and music majors volunteer in the program.

Cross Creek Middle College High School

The Cross Creek Middle College High School is the result of a collaborative grant between the unit and the Cumberland County Schools to establish a middle college high school on the FSU campus. The middle college is housed in the Butler Building, where ninety percent of faculty in the unit are housed and where the majority of education courses are delivered. There is opportunity for interaction and participation as a result of this close proximity (Exhibit 5.51).

Project Restore

Project Restore was a collaborative grant between the NC Department of Public Instruction, Cumberland County Schools and the School of Education from fall 2003 to spring 2005. The purpose of Project RESTORE was to provide long-term suspended and expelled students with meaningful activities that would enable them to give back to the community while learning to appreciate and value others. Unit faculty from the Department of Middle Grades, Secondary, and Special Education and Educational Leadership provided technical assistance, evaluation services, and program design support to the project.

Kindergarten through Fourth Grade Teacher Literacy Academy

The K-4 Literacy Academy was initiated with Weldon City School teachers and administrators, School of Education faculty and the College of Humanities and Social Sciences. The project was designed to provide staff development for K-4 public school teachers to help improve student literacy.

Mathematics /Science Education Center

The Math/Science Education Center, not a part of the unit, administers education outreach projects for public school teachers, parents, and students. The Center provided services to over 200 students, 125 parents, and over 300 public school teachers. The School of Education and the Center work together closely to provide courses and workshops for pre-service and inservice teachers (Exhibit 5.51).

In addition to the above activities, the School of Education has sponsored a Reading Clinic and a Math Clinic for P-12 students who need additional support in these areas. Teachers or parents can recommend a student for the program(s).

As a result of collaboration with P-12 educators, the unit has included more assessment activities for candidates and more emphasis on differentiated learning techniques. During the designing stages of new courses or programs in the unit, P-12 educators provide input and make recommendations. The exchange of ideas about teaching practices and learning with all constituents, university and P-12 educators enriches and strengthens the teacher preparation program.

Element 5.6: Unit Evaluation of Professional Faculty Performance

The unit conducts systematic and comprehensive evaluations of faculty teaching performance. Faculty evaluation is an ongoing process that begins when faculty are employed and continues through post tenure review. All new hires attend a New Faculty Orientation Session which includes an extensive overview of the faculty evaluation process at the university. Additionally, all faculty, adjunct, tenured and tenure track, receive the university policy on Faculty Evaluation, Appointment, Reappointment, Promotion and Tenure and return a signed statement attesting to their receipt and review

of this document. All faculty are evaluated each semester by the student course evaluations and more formally by the Comprehensive Faculty Evaluation process (Faculty Handbook, p. 2.6). The comprehensive evaluation includes student evaluations of each course, an annual self-evaluation by the faculty member, peer evaluations, and evaluations by the department chair. Faculty submit faculty development plans annually to the department chair. The plans underscore each faculty member's intentions for improving in the areas of teaching, research, and service.

Post tenure review is designed to support and encourage academic excellence among tenured faculty. Faculty members must still participate in the annual review process. Post-tenure review is required of all tenured faculty who teach at least 50% of a standard teaching load. Department chairs and other administrators who teach 50% of the time also take part in post-tenure review.

All faculty, including adjuncts, are also evaluated each semester through student course evaluations. Faculty receive ratings from student course evaluations for each course that they teach. Adjuncts are not required to do research but if they elect to do research, they receive credit for the research. Graduate and Program Completer Surveys are also used as measures of evaluating faculty performance. Faculty workload, rank/degrees, and grant writing also factor into the evaluation process. All information gleaned from peer evaluations, self-evaluations, and student course evaluations help in the decision making process about faculty performance.

Overall, the average faculty evaluations in the School of Education have been slightly higher (4.35) than the evaluations in the school and other colleges at the institution. Exhibit 5.6. displays the ratings for student course evaluations for the schools and colleges at the institution. The Graduate and Program Completer Surveys (fall 2004-spring 2006) for initial candidates (N=189) indicate that 96 percent of candidates (N=182) were satisfied with the quality of instruction in their major department and 140 advanced candidates (96%; N= 135) were satisfied with the quality of instruction in their major department. Four percent (N=7) of the initial candidates and four percent(N=5) of the advanced candidates "strongly agreed" that they were satisfied with the quality of instruction in their major department.

Faculty evaluation helps to improve teaching, scholarship, and service. Faculty use the results of the evaluation to improve their teaching; participate in professional development and/ or apply sound research practices to their teaching; and select service activities which enhance teaching, research, and candidate learning.

Element 5.7: Unit Facilitation of Professional Development

All components of the faculty evaluation process are crucial to improved teaching and candidate learning. The unit views professional development as critical to teaching and research (Faculty Handbook, p.2.12; p.2.13). All faculty, tenured, tenure track, and adjuncts, are encouraged to participate in professional development. Professional development opportunities are available to all faculty, tenured, tenure track, and adjuncts.

These activities often result from feedback from faculty evaluations or as a result of innovative developments related to the faculty member's areas of expertise.

Faculty receive financial support for attending and or/presenting at state and national conferences or for seeking training to enhance teaching, research, or service. Support for professional development comes from the university and the unit. The unit has conducted professional development activities pertaining to the conceptual framework such as workshops on technology integration, candidate assessment, and differentiated teaching and learning (diversity). Professional development in the area of technology is facilitated in the following ways:

Technology

Information Technology and Telecommunications Service

Provides technological infrastructure and services necessary to support the university's mission of teaching, research, and service. ITTS offers services to the entire university; however, it offers training and development for faculty and staff such as web development, and Blackboard support for faculty and students.

School of Education Instructional Technology Specialist

The role of the Instructional Technology Specialist is to provide the School of Education with technological support, ensuring that the computer labs are operational and maintained, providing support for hardware and software, and maintenance of smart classrooms. The Instructional Technology Specialist also provides training for unit faculty.

Teaching and Learning Center

The cornerstone of the Teaching and Learning Center (TLC) is to support faculty in teaching and technology integration. The TLC offers workshops, seminars, and other professional development opportunities throughout the year. Some activities include:

- Seminars on teaching effectiveness
- Developing online/web-enhanced courses
- Mini-grants to support faculty improvement of teaching
- Mentoring programs for junior faculty

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.

Element 6.1: Unit Leadership and Authority

The unit has the leadership and authority to plan, deliver, and operate coherent programs of study. The School of Education is charged with the responsibility of planning, developing, delivering, and evaluating undergraduate and graduate programs designed to prepare educators for licensure or preparation to work in P-12 schools. The dean, as the head of the unit, oversees the unit activities such as the budget and personnel; ensures the unit's compliance with state and national standards including the coordination of accreditation and state program approval; and takes the leadership in the unit for long-range planning. The dean reports directly to the provost who is responsible for all academic programs at the institution. The chancellor provides the central administrative leadership of the university.

Academically, the university consists of the College of Basic and Applied Sciences, the College of Humanities and Social Sciences, the School of Business and Economics, and the School of Education. Each of these colleges and schools is headed by a dean. The unit consists of four departments: Educational Leadership, Elementary Education, Health, Physical Education, and Human Services, and Middle Grades, Secondary, and Special Education. Each department is headed by a department chair who coordinates the department and reports directly to the dean.

The five academic colleges and schools, through collaboration with the unit, provide courses for education majors. All departments or programs that provide courses or licensure for education majors serve on the Teacher Education Committee and assist in the decision-making process for teacher education. The organizational chart below provides a visual perspective of the School of Education in relationship to the entire university.

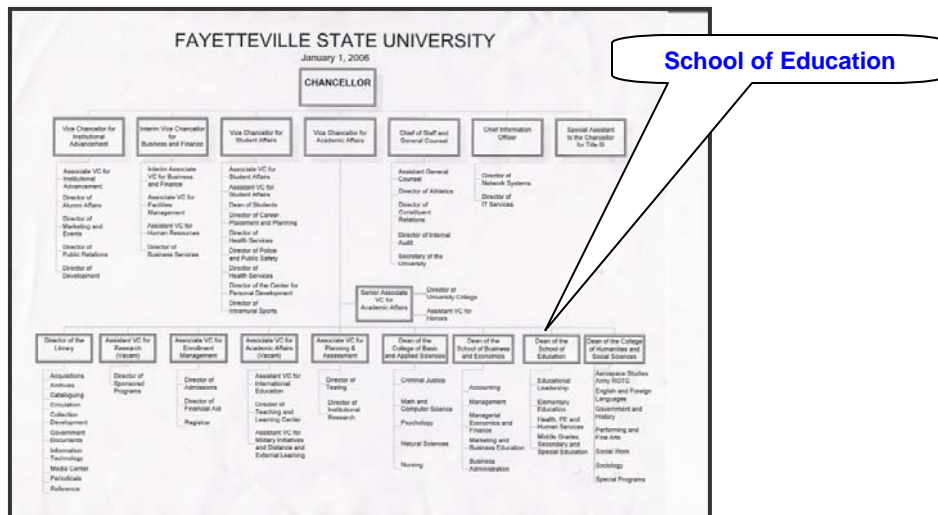


Exhibit 6.1, the Unit Organizational Chart, shows the specific relationships among the School of Education and the other colleges and school at the university.

Recruitment, Admissions, and Publication

All recruitment and admissions policies for undergraduate and graduate candidates are described clearly and consistently in the brochures to distribute to prospective students interested in teacher education. Recruitment of unit candidates are coordinated with the university's recruitment activities. The School of Education provides a recruitment packet which includes brochures, catalogs, pens, bookmarks, admission requirements, test requirements, curriculum sheets, and application. The recruitment packets are distributed at teacher fairs, college fairs, and at community college recruitment visits to target potential students. The unit is currently participating in the UNC System Teacher Recruitment Plan (Exhibit 6.2).

There are several offices which converge to support recruitment, admissions, testing, retention, and advising, including the Office of Enrollment Management and the Advisement and Career Placement Center. The Advisement and Career Placement Center provides advisement to candidates, as well as assistance to candidates who seek employment. The Office of Teacher Education provides advisement for post-baccalaureate candidates. All candidates who are admitted and enrolled in teacher education programs are assigned advisors. Secondary education majors and K-12 candidates who major in music and Spanish have advisors in the School of Education and in their major areas.

All calendars, catalogues, publications, grading policies, and advertising are accurate and current. Calendars and schedules are published in catalogs (Undergraduate 2006- 2008 pp. 106; Graduate 2006-2008, pp.6-11) brochures, and on websites. Grading policies are included in the university catalogs (Undergraduate, pp. 4-8; Graduate 47-50) and in course syllabi.

Candidates have access to counseling at the Center for Personal Development. The Center offers programs, services and activities to assist students with social, personal and academic growth while they are enrolled at the university. A confidential counseling atmosphere is provided for all enrolled students where personal, social, and academic concerns may be discussed.

Program Design, Implementation, and Evaluation

The dean of the unit facilitates collaboration between unit and faculty in other colleges and school. A number of faculty and support services, university-wide and at the unit level, help assure that there are sufficient faculty and support services for programs and courses designed to prepare teachers. The dean represents the School of Education through participation on institutional committees, such as the Strategic Planning Committee and the deans' meetings with the provost. The unit also solicits support from the community and P-12 educators through their participation on unit committees.

The Administrative Team consists of the dean, the four department chairs, the Director of the Ed.D. Program, the Director of Teacher Education, and the NCATE/NCDPI Coordinator. The Team meets bi-monthly and keeps the dean informed about the operation and management of the unit. Each department chair and program coordinator or director reports to the dean about their program operations and or needs.

Community leaders and P-12 educators participate in program design, implementation, and evaluation of programs in the unit. These stakeholders serve on advisory boards, the Teacher Education Council, and various unit committees. Table 6.1 describes the unit groups or committees that contribute to program design, implementation, and evaluation.

Table 6.1: Participation in Program Design, Implementation, and Evaluation

Participation Level	Committee or Group	Purpose	Members	Schedule of Meetings
Unit	Teacher Ed Committee	Advises and provides oversight in the preparation of teachers	Dean Department Chairs Program Coordinators University educators P-12 educators	Three times per semester during the academic year
	Ed Leadership Advisory Council	Provides advice regarding matters associated with the boards.	Unit faculty P-12 educators	Two times per semester during the academic year
	Professional Development Schools	Promote initial and advanced candidate professional development	Unit faculty P-12 educators	As needed during the academic year
	Public School/ Outreach Committee	Coordinates public school services to P-12 schools	Unit faculty P-12 educators	Two times per semester during the academic year
School of Education	Administrative Team	Discusses, reviews, and makes recommendations to the dean regarding issues pertaining to the unit.	Dean Chairs Directors Coordinators	Bi-weekly per semester during the academic year
	Graduate Admissions Committee	Reviews admission criteria and documents; advises regarding policies and procedures and graduate program development	Unit faculty Chairs	As needed during the academic year

	Curriculum Review and Development Committee	Develops, revises, reviews curriculum and program proposals, courses and degree requirements	Unit faculty	As needed during the academic year
	Assessment Committee	Coordinates and implements the assessment system; provides information on data sources and assessment to all stakeholders; oversees collection & aggregation of data	Unit faculty Program Coordinators University educators P-12 educators	As needed during the academic year
Department/Program	Departmental Meetings	Review, discuss and act on information relative to the department	Department faculty	As needed during the academic year

The School of Education also houses several auxiliary centers that serve the local community, P-12 teachers, and FSU teacher education candidates. These consist of

Early Childhood Learning Center is a child development and early childhood learning center, which enrolls students between 3 and 5 years old. The ECLC is subsidized by the unit.

Sciences and Mathematics Education Center

The Math/Science Education Center, not a part of the unit, administers education outreach projects for public school teachers, parents, and students. The Center provided services to over 200 students, 125 parents, and over 300 public school teachers. The School of Education and the Center work closely together to provide courses and workshops for pre-service and inservice teachers.

NC TEACH

NC Teachers of Excellence for all Children is designed to recruit, prepare, and support college graduates and mid-career professionals as they enter the teaching profession in NC. The program is designed to address the teacher shortage.

Office of Public School Service

The Office of School Services coordinates and encourages service to public schools. The office maintains an inventory of campus resources that may be of service to the public schools through technical assistance or research initiatives. Other functions of the Office are to disseminate to school districts information on campus resources, receive requests from school districts, and direct the request to the appropriate campus resource.

Element 6.2: Unit Budget

The School of Education's budgetary appropriations, received primarily through state allocations based on state formula rates, are proportional to other units at the university and provide a continued level of support for teaching, research, and service. The unit also receives monies from external sources such as grants to supplement the unit's budget. The School of Education, even in difficult economic times, anticipates continued financial support from state appropriations and external funding sources. The budget is adequate to support the teacher preparation program at the university. Table 6.2 shows the budget at the university.

Table 6.2 Fayetteville State University Budget

2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
45,069,670.00	50,013,652.00	51,898,862.00	58,591,205.00	65,552,870.00

Table 6.3 displays the budget by colleges and school.

Table 6.3 Budget by School or College 2002-2007

Fiscal Year	College of Basic & Applied Sciences	College of Humanities & Social Sciences	School of Business & Economics	School of Education
2002-2003	4,225,838.00	5,779,913.00	2,755,010.00	4,226,185.00
% of Total Expense Budget	9.38%	12.82%	6.11%	9.38%
2003-2004	5,181,437.00	6,632,732.00	3,319,582.00	4,336,497.00
% of Total Expense Budget	10.36%	13.26%	6.64%	8.67%
2004-2005	6,576,525.00	7,448,437.00	3,624,848.00	4,112,987.00
% of Total Expense Budget	12.67%	14.35%	6.98%	7.93%
2005-2006	7,713,537.00	7,987,962.00	3,906,087.00	4,415,441.00
% of Total Expense Budget	13.17%	13.63%	6.67%	7.54%
2006-2007	8,084,781.00	8,779,850.00	3,994,995.00	5,807,712.00
% of Total Expense Budget	12.33%	13.39%	6.09%	8.86%

Element 6.3: Personnel

Faculty Workloads

Workload policies are designed to allow faculty to be effectively engaged in teaching, research, and service. Duties and responsibilities for faculty are listed in the university's Faculty Handbook (p. 2.5).

The average teaching load for full-time faculty is twelve hours per semester; the average teaching load for faculty with department chair responsibilities is six hours per semester. Any deviation that would result in a faculty member's teaching less than the normal load described must receive prior approval from the Provost and Vice Chancellor for

Academic Affairs. Faculty members may be assigned to a maximum of 15 semester hours by the department chair and dean. In cases where this teaching load is assigned, a compensatory reduction in load will occur in the next semester. Assignments above 15 semester hours must have prior approval from the Provost and Vice Chancellor for Academic Affairs. The university uses a formula to calculate teaching loads. A three credit hour undergraduate course is the equivalent of a four credit hour graduate course. Graduate equivalency applies only to courses designated as graduate courses.

Supervision of student teaching and internships is counted in the number of hours assigned to faculty. Student teacher supervision loads are not to exceed 18 student teachers per semester for one faculty member. On-line course delivery is factored into the workload. Reduction in faculty load can be allocated if faculty are chairing dissertations, directing a grant, or coordinating a program.

In addition to teaching, faculty are expected to advise, conduct research, chair or serve on dissertation committees, serve on accreditation committees, provide service to the university, local schools and community, attend conferences and participate in professional organizations. All faculty are expected to serve as advisors to teacher candidates in their discipline areas as appropriate or needed and to maintain continuing awareness of the needs of students for academic counseling and advisement.

Faculty are expected to hold a minimum of eight office hours each week. Faculty are also expected to space these hours so that candidates can have access to faculty.

Adjunct Faculty

The unit makes appropriate use of adjunct and full time faculty so that program coherence and integrity are assured. Adjunct faculty are employed for the following reasons: 1) unique professional contributions to academic programs; 2) shifts in faculty-student ratios; and 3) reduction in load for administrative positions. Adjunct faculty contribute to the integrity, coherence, and quality of the unit and its programs. These faculty must meet the same requirements (master's degree or higher in the area of assignment) for professional, experiential, and scholarly preparation as their full-time tenure track counterparts teaching in the same discipline. Adjunct faculty teach nine or fewer semester hours and are expected to fulfill all normal responsibilities required of full-time faculty members, including faculty evaluations. Curriculum vitae for adjunct faculty are in the Exhibit Room.

Support Personnel

The unit has an adequate number of support personnel such as (administrators, secretaries, Instructional Technology Specialist, graduate assistants, and student workers) to maintain the programs offered by the unit. Each office in the School of Education is headed by a department chair, coordinator, director, or administrative or help desk

assistant. Each department has access to clerical support. All support personnel, with the exception of student workers, are employed full-time. Support personnel are listed in Table 6.4.

Table 6.4: Support Personnel for the School of Education

Department/Office	Administrators	Support Personnel	Graduate Assistants	Student Workers
Ed Leadership	.5	1 Admin Assistant	1	
Elementary	.5	1 Office Assist III 1 clerical assistant to PDS		
Health & Physical Education	.5	1 Office Assist IV		
Middle Grades/Special Ed/Secondary	.5	1 Office Assist III		
PRAXIS Lab		1 Help Desk Assistant II		
Curriculum Lab		1 Media Technician 1 Media Tech I		2
Research Center		1 Research Assistant		
Early Childhood Learning Center	1	1 Director 1 Office Assist 3 Day Care Teachers		
Dean's Office	1	1 Admin Secretary 1 Office Assist III 1 Instruct Tech Spec		1
Office of Teacher Education		1 Director 1 Office Assist		

Professional Development

Professional development activities are primarily funded through departmental budgets. These funds support conference participation and conference travel for faculty. The department also supports all full-time faculty for attending professional meetings, especially if faculty are presenting a paper, serving on professional committees, or seeking training for a new program. Faculty professional development at the institution is enhanced by the Teaching and Learning Center. The Center assists faculty in improving teaching and candidate learning, assessing teaching and learning, and integrating technology into teaching. Training in developing and enhancing on-line course delivery is provided for faculty at the Center as well. The School of Education and the university provide professional development activities through workshops, courses, and seminars.

Element 6.4: Unit Facilities

Space

Approximately 85% of the School of Education's programs are located in the Butler Building with the remaining 15% housed in the School of Business and Economics and the Health, Physical Education and Human Resources' buildings. The Butler Building and the Health and Physical Education Complex provide space for classrooms and faculty offices. Several classrooms in the School of Business and Economics provide additional instructional space for teacher education courses. As a result of increasing enrollment and campus-wide construction, education classes, in some instances, have had to move to other campus buildings. The university has installed smart classrooms and other technology enhancing items throughout the university. These two primary facilities, with the addition of classrooms in the School of Business and Economics, are adequate to support teaching, learning, and technology. Most of the classrooms in the Butler Building are smart classrooms or technologically mediated classrooms.

Each full-time and adjunct faculty member in the School of Education has an individual office with a personal computer, internet and e-mail access, printer, telephone, access to a fax machine and space for storing materials and resources. The Butler Building houses 25 offices for education faculty and 18 offices for English and Spanish faculty. Faculty offices include adequate work space as well as adequate space to meet privately with students; faculty offices and instructional areas are accessible to individuals with disabilities.

The unit has two conference rooms in the Butler Building and a little theatre. Of the 11 classrooms in the Butler Building, four are smart classrooms and seven are technologically mediated classrooms. There is also a classroom designated for methods classes. The unit maintains a PRAXIS Computer Lab and a computer classroom equipped with 25 computers and other technology equipment. The PRAXIS Lab is opened from 8:30 a.m. to 5:00 Monday through Friday. The Research Center, designed for the Master of School Administration and the doctoral candidates, is housed in the Butler Building.

Library

During the 2006-2007 academic year, the library allocated \$62,200 to the School of Education for the purchase of library resources such as books or resources that have a one time cost. The allocations were as follows: Educational Leadership \$22,000; Elementary Education \$15,600; Middle Grades, Secondary & Special Education \$15,600; and Physical Education \$9,000.

The Charles Chesnutt Library's collection is sufficient to support the educational, research, and public service programs at the university. The library has the capacity to house 291,718 bound volumes, and seat 800 users in general reading areas, service areas, study carrels, and large and small group study rooms. The library subscribes to 2,723 periodicals, has 1,693 recordings, 1,115 compact disks, 1,113 filmstrips, 663 flat pictures,

922,988 microfiche, 22, 071 microfilms, 1,654 tapes/cassettes, 4,974 video cassettes, 3,273 slides and 50 microcomputers with internet access available for student use. The library provides electronic access to its collection and access to bibliographic resources. Candidates have access to electronic catalogs and databases, including ERIC. The library is opened from 7:00 a.m. to 12:00 a.m. Monday through Thursday; 7:00 a.m. to 9:00 p.m. Friday; 8:00 a.m. to 9:00 p.m. on Saturday; and from 2:00 p.m. to 11:00 p.m. on Sunday.

Curriculum Lab

The Curriculum Lab, replete with educational books, materials, videos, technology mediated equipment and other educational materials, is housed on the second floor of the Chesnutt Library. The Curriculum Lab provides educational resources such as state adopted textbooks, kits, films, transparencies, and audio-visual aids for pre-service teacher candidates, inservice teachers, and faculty. The Curriculum Lab is opened from 8:30 a.m.-5:00 p.m.

Element 6.5: Unit Resources Including Technology

Initially, the support for technology at FSU came in the form of state incentives and grants allocated to teacher education. The institution has now become the major financial support for technology campus-wide. The unit combines resources from various sources to meet the technological needs of the unit such as the university-wide budget, School of Education budget, and student fees. The unit strives to secure and maintain resources to support faculty and candidates in their quest to become technology proficient teachers. Funds are allocated to Information Technology and Telecommunication Systems (ITTS) and ITTS purchases the technology. ITTS upgrades faculty computers, printers, and computers throughout the institution on a rotation basis which occurs approximately every three years. Table 6.5 shows the technology budget at the institution.

Table 6.5: Technology Budget

Year	University Technology	Ed Tech Fees	Admin Computing	Academic Computing
2005-2006	\$501,527	\$114,739	\$833, 275	\$396,816
2006-2007	\$151, 783	\$299,000	\$960,403	\$382,000

Technology Support for Faculty and Candidates

The unit and the university provide numerous resources and support for faculty and candidates to enhance their technological skills.

Unit

- Installed 4 smart classrooms in the School. Smart classrooms have a computer, and a remote controlled ceiling mounted LCD unit. Four classrooms have a Symposium ID250 Interactive Pen Display.
- Manages two computer classrooms, one for the technology course and one for the PRAXIS Lab. Each classroom contains 25 computer stations. The

computer classroom has a ceiling-mounted computer projector and screen for instructors.

- Maintains a Research Center that is equipped with ten computers and software designed to assist with research projects.
- Employs a full-time Instructional Technology Specialist to assist faculty in the unit with computer and software support.

University

- Through university main frame, individuals can connect to the Internet via wired and wireless infrastructure. Residence halls are wired for the Internet.
- Provides assistance through ITTS personnel to offer technical support, equipment, training, and troubleshooting for faculty and candidates.
- Has a three year computer replacement cycle for labs and faculty offices.
- Provides training, through ITTS, for faculty in using the Banner System and in all aspects of the university technology system.
- Provides training through the Teaching and Learning Center in preparation of on-line courses (Blackboard)

Information Technology Used for the Development and Implementation of the Assessment System

The unit has adequate resources to implement the assessment system. Unit assessment data will be incorporated into the university-wide Banner System. Data will be put in the Banner System incrementally. The unit has developed a time table for the implementation of the data sources into Banner (Exhibit 6.6). The first installment of data includes GPAs, admission to teacher education and student teaching, and the number of completers by programs. The second installment will include summarized and aggregated data of student teachers, Graduate and Program Completer Surveys, Dispositions Checklist, and the Employer Survey, faculty qualifications and productivity, and program operations. The assessment system will be strengthened by its inclusion in the university-wide Banner System. Data will be stored in a system which can retain the data for many years and the Banner System will be periodically upgraded and expanded. Program coordinators and chairs will continue to attend Banner training as the system is upgraded and expanded. With unit educators continuously involved in entering data into the institution-wide Banner System, the continued cooperation and participation in the assessment process throughout the university is assured. The institution has hired additional individuals to keep the system running effectively.