

**FAYETTEVILLE STATE UNIVERSITY
SCHOOL OF EDUCATION**

**NATIONAL COUNCIL FOR ACCREDITATION OF
TEACHER EDUCATION (NCATE) /NORTH
CAROLINA DEPARTMENT OF PUBLIC
INSTRUCTION (NCDPI)**

INSTITUTIONAL REPORT

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**Continuing Accreditation Visit
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FOREWORD

Fayetteville State University's School of Education continues to exemplify excellence through its programs, courses of study, research, involvement with local school agencies, and diversity in faculty, staff and students. All education programs are primarily housed in the School of Education; however, the preparation of teachers, supervisors and administrators is truly a University effort since all academic units at the University are involved in preparing the education professional as a "*facilitator of learning*". The University and the School are continually involved in self-renewal, which has increased community support and productivity. This report, developed as a part of the National Council for Accreditation of Teacher Education process, has been an integral part of our self-renewal and has enhanced our efforts to continue to provide quality programs.

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CONTINUING ACCREDITATION REPORT NCATE/NCDPI 2002

INTRODUCTION

This Continuing Accreditation Report of the School of Education is submitted as part of the joint NCATE/NCDPI 2000 continuing accreditation protocol. The NCATE/NCDPI procedure encourages continuous review of our unit and its programs. Since the last NCATE/NCDPI visit in 1996, the School of Education has continued to improve the quality of its basic B.S. degree, and advanced degree programs including the Master of Education, the Master of School Administration, and the Doctor of Education. The School of Education continues to operate based on NCATE/NCDPI and national organizations' guidelines and standards. NCATE 2000 standards guided the overall preparation of this report. A portion of this report was prepared under the partnership agreement between the state of North Carolina and NCATE.

The institutional report is divided into three sections: an overview of the institution which includes the mission, characteristics and programs in the unit; the conceptual framework which describes the development and refinement of the conceptual framework since the spring of 1996; and the last section which addresses the evidence for meeting the six standards. Documents supporting the sections are referenced in the Appendix B. All documents, including those referenced, can be found in the Exhibit Room. Electronic links to the supporting documents for some of the standards are highlighted.

THE OVERVIEW

University Mission

Fayetteville State University is a public comprehensive university offering degrees at the baccalaureate, master's and doctoral levels. 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 to lead meaningful and productive lives. In doing so, Fayetteville State University strives to produce creative thinkers and leaders who will reach beyond the current intellectual and cultural boundaries to become change agents for shaping the future of America and the world.

As part of its broader mission, the University extends its services as a regional institution by providing life-long learning experiences and opportunities to the University's immediate and extended communities and by serving as a resource for business, education, and culture in North Carolina. The goals of Fayetteville State University are:

1. To enhance the University's image,
2. To improve academic quality and climate,
3. To improve student life and campus culture,

4. To increase external funding to enhance programs,
5. To improve the physical plant, and
6. To improve the effectiveness and efficiency of University operations.

Fayetteville State University's goals are related to the strategic directions for the University of North Carolina System. Specifically, the strategic directions address: ensuring access to higher education for all qualified citizens; embracing a vision of lifelong learning; and continuing to propose and support initiatives to serve the needs of the state's public schools.

Mission and Goals of the School of Education

In support of the mission of Fayetteville State University, the School of Education is committed to educating and preparing individuals at the bachelor's, master's, and doctoral degree levels for professions in the field of education, research, and service. The School of Education seeks to prepare the educational professional as knowledgeable, reflective facilitators of learning who will assess instruction, and collaborate in a technological, diverse classroom and society. The School is further committed to providing leadership in teacher education throughout the region, state, and nation. The School of Education's mission statement provides general direction for the development of programs and continued improvement of the unit.

The goals of the School of Education are:

1. To provide students with quality teacher education programs at the bachelor's, master's, and doctoral levels which meet all levels of licensure and accreditation standards.
2. To prepare students to think critically, express themselves creatively, make independent judgments and acquire competencies for becoming facilitators of learning and instructional leaders.
3. To provide an efficient system of support services for students, which includes centralized advisement, the Curriculum Learning Resource Laboratory, tutorial services and the Educational Warranty (Teacher Education Warranty).
4. To assist faculty development in the areas of teaching and research.
5. To collaborate with city, state, and national educational institutions and associations for mutual benefit and growth.

The following objectives support the School of Education's goals:

Knowledge

1. To ensure in-depth knowledge of the content that teacher candidates plan to teach.
2. To ensure that teacher candidates demonstrate a thorough understanding of pedagogical content knowledge.

Reflection

3. To reflect on teaching and assessment and analyze how knowledge gained from teaching can be used in future teaching, learning, and professional growth.

Assessment

4. To ensure that candidates use a variety of formal and informal assessments aimed at meeting program goals and positive student learning outcomes.
5. To ensure that candidates can assess student needs in light of their diverse backgrounds and abilities.
6. To continue the Teacher Education Warranty Program
7. To evaluate the School of Education's effectiveness through multiple assessments to include the annual operational plan, and the Unit Assessment Plan.

Technology

8. To ensure that candidates know the specific uses of technology in their disciplines and know how to apply new technologies to teaching, learning, and research.
9. To increase the multimedia/computer literacy of students, faculty, and staff.

Diversity

10. To help candidates understand the importance of valuing cultural differences, as well as different family structures, and to help them provide classroom organization and institutional approaches which recognize these differences.

Collaboration

11. To collaborate with colleagues, parents, local schools, agencies and the community to support learning and achievement for all students.
12. To engage in partnerships with area schools and service to the community.
13. To seek funding and employ creative ways of assisting faculty in research and professional growth.

Dispositions

14. To help candidates understand the importance of displaying attitudes that foster learning and genuine human relationships.
15. To be familiar with and adhere to public school policies such as the code of ethics.

Advisement, Recruitment, and Retention

16. To provide annually an efficient system of support services to students.
17. To recruit, retain, and graduate high quality candidates annually for the teaching profession.

Special Characteristics of Fayetteville State University

Fayetteville State University (FSU) 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. Fayetteville State University, one of North Carolina's fastest growing institutions of higher education, has a 156-acre campus consisting of 47 buildings. A Historically Black University, FSU is proud of the diversity represented by its student and faculty population. For the fall of 2000, there were 4, 133 students and 206 full-time faculty. Enrollment at the University continues to increase and the fall 2001 enrollment was 5,034, including the Ft. Bragg Campus. This represents an enrollment increase of 82% (901) over the previous academic year. The student-faculty ratio at Fayetteville State University is approximately 20 to 1. Nearly three-quarters of the full-time faculty members hold doctoral degrees, one of the highest percentages among degree-granting institutions in North Carolina. Fayetteville State University is organized academically into the College of Arts and Sciences, which includes the University College and an Army ROTC Program; the School of Business and Economics; and the School of Education. Deans of the college and schools report to the Provost and Vice-Chancellor for Academic Affairs. Baccalaureate degrees are offered in 33 disciplines. The College of Arts and Sciences offers bachelor degrees in 22 areas, the School of Business and Economics, 6, and the School of Education, 5. The master's degree is available in 24 academic areas: business (1), arts and sciences (7), and education (15). The

School of Education offers the Doctor of Education in Educational Leadership. Fayetteville State University is located in Fayetteville, NC, in the southeastern part of North Carolina. The City of Fayetteville is the sixth largest city in population in the state. The proximity of Fayetteville State University to Ft. Bragg and Pope Air Force Base allows for accessibility of University program offerings for military personnel and diverse populations.

The magazine, *Black Issues in Education*, June 7, 2001, recently recognized FSU as a top producer of African American graduates in the state and nation. The University ranks 30th in the nation and 3rd in the state in graduating African Americans. Among HBCUs, the University ranks number one in graduating African American majors in mathematics and psychology in NC and 7th and 29th respectively across the country. Fayetteville State University ranks second in North Carolina in producing African American teacher education majors.

The University holds institutional membership and/or accreditation in the following agencies and professional organizations: the American Association of Colleges and Schools for Teacher Education (AACTE), the American Association of State Colleges and Universities (AASCU), the American Council on Education (ACE), the Association for Continuing and Higher Education (ACHE), the National Council for Accreditation of Teacher Education (NCATE), the National League of Nursing (NLN), the North Carolina Association of Colleges and Universities, the North Carolina Department of Public Instruction (NCDPI), and the Southern Association of Colleges and Schools (SACS). A complete listing of institutional memberships and accreditations is described in the FSU *Undergraduate Catalogue 2000-2002*, p. 20.

Fayetteville State University's commitment to students' success, exceptional academic programs, and campus facilities makes it an authentic institution of excellence. Fayetteville State University adheres to the philosophy that developing an appreciation for human diversity in race, gender, ethnicity, culture, and religion is a vital goal of a university education and a necessary attitude in the pursuit of truth.

School of Education

The unit has continued to remain viable and to improve in the areas of professional and program development. The School of Education is divided into four departments: 1) Elementary Education; 2) Middle Grades, Secondary, and Special Education; 3) Health, Physical Education, and Human Services; and 4) Educational Leadership. Each department is headed by a chair. Department chairs report to the dean of the unit who is responsible for coordinating the unit and providing leadership for the School.

The unit seeks to promote faculty professional development. The School of Education has had seven faculty to receive the University's Teacher of the Year Award. The University's Teacher of the Year Awards began in 1991 and faculty in the School have been the recipients of seven of the ten awards. The 2000-2001 Teacher of the Year was from the School of Education.

Maintaining quality programs continues to be a top priority in the School. Fayetteville State University, as a Level V doctoral granting institution, is one of only eight Level V such institutions in North Carolina fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). The Doctor of Educational Leadership program (1993) is the only one in southeastern North Carolina.

Fayetteville State University is unique in its establishment of a warranty program for its teacher education graduates. The warranty program began in 1989 with the guarantee to provide an individualized program of assistance to any licensed beginning teacher who is employed in a North Carolina school district and performing unsatisfactorily. To date, no education agency has invoked the warranty.

Major Changes in the Unit Since the 1996 Visit

Changes in the unit can be classified as curricular changes, organizational changes, program additions, and program revisions (Table 1). There were several curricular changes since the last visit. Two new courses were added to the course inventory: EDUC 694 Introduction to Teaching for the Lateral Entry Teacher (1998) and EDUC 626 Applied Strategies for Safe and Peaceable Schools (2000). School systems asked the University to develop a course, EDUC 694, for teachers who had not had prior teaching experience. Similarly, teacher candidates and P-12 educators asked that the School offer training in conflict management for its candidates. EDUC 626 was developed as an elective for graduate candidates (2000). Another curricular change involved revising EDUC 211 Laboratory Experiences in Area Schools. Faculty reviewed the course syllabi, purpose, and content required in the course. The revisions resulted in reducing the number of hours for the field experiences from 36 hours to 20 hours (2000). Unit and P-12 educators revised the goals and objectives in the School to reflect the conceptual framework and the learner outcomes for our candidates. The process of aligning our course objectives with national, state, and unit goals and objectives (2001) continues.

There were few organizational changes in the unit. The School of Education reaffirmed its commitment to advisement by expanding the facilities and enhancing the technological capabilities of the Advisement Center. The Center is in the Butler Building, which houses the majority of the unit's classrooms and resources. The Advisement Center was established as a result of exit surveys from student teachers, feedback from faculty, and emphasis on student advising from the institution. Similarly, the unit established a Research Center to provide a research environment for faculty and candidates. A significant name change in the School occurred in 1997. The name of the Department of Curriculum and Instruction was changed to the Department of Middle Grades, Secondary, and Special Education. The change resulted from a recommendation from the dean and department faculty to have the title reflect the organizational structure and the department's function (1998).

Program additions included developing on-line courses, developing the Professional Development Schools, implementing the Professional Academic Training Highway (PATH), and alternative licensure programs. The unit established Professional Development Schools (1998) and on-line courses in an effort to respond to the Office of the President of the UNC

System. Developing on-line courses remains a priority for the institution. The Professional Academic Training Highway (PATH) program is designed to train teacher assistants to meet requirements for an undergraduate degree and to meet the requirements for NC licensure. The North Carolina Model Teaching Consortium (1999) and the NC Teach (2000) are alternative licensure programs designed to address the teacher shortage in the state.

Program revisions included consolidating the former Master of Arts in Education (M.A.Ed) and the Master of Arts in Teaching (M.A.T.) into the Master of Education degree (M. Ed.); and revising the student teaching internship in the Department of Elementary Education. The North Carolina General Assembly (Senate Bill 272) directed the revision or consolidation of M.Ed. programs into more rigorous courses of study. The M.Ed. at Fayetteville State University is organized around the North Carolina Advanced Master's Competencies and the National Boards for Professional Teaching Standards. The Department of Elementary Education expanded the 10-week traditional student teaching internship of 6 semester hours to a full semester student teaching internship of 12 semester hours. Table 1 illustrates the major changes in the unit since the 1996 visit.

Table 1
MAJOR CHANGES IN THE UNIT SINCE 1996 VISIT

<i>Changes Since 1996</i>	<i>Rationale for Change</i>
ORGANIZATIONAL CHANGES	
<p>1. Changed name of the Department of Curriculum and Instruction to the Department of Middle Grades, Secondary, and Special Education. (1997)</p> <p>2. Expanded facilities and increased the technological capabilities in the Advisement Center in the School of Education. (1999)</p> <p>3. Established a Research Center.</p>	<p>1. Recommendation from the department to have the title reflect the organizational structure and the department's function. (1998)</p> <p>2. Results from Exit Surveys from student Teachers, feedback from faculty, and emphasis on student advising from the institution.</p> <p>3. Provides a research environment for faculty and candidates.</p>
CURRICULAR CHANGES	
<p>1. Began alignment of all courses with national, state, and unit goals and objectives. (2000-2002)</p> <p>2. Revised EDUC 211 Laboratory Experiences in Area Schools. (2000)</p> <p>3. Added a course for alternative licensure (lateral entry) teachers--EDUC 694 Introduction to Teaching for the Lateral Entry Teacher. (1998)</p> <p>4. Added a graduate elective course EDUC 626 Applied Strategies for Safe and Peaceable Schools. (2000)</p> <p>5. Revised goals and objectives in the School of Education</p>	<p>1. Comply with NCATE 2000 Standards</p> <p>2. Revisions resulted from reviewing course syllabi, purpose, and content required in the course.</p> <p>3. Responded to local school systems' requests; also to comply with the NC Department of Public Instruction's guidelines and the State Board of Education's regulations regarding lateral entry teachers.</p> <p>4. Responded to the governor's and the state legislature's initiatives to ensure that educators understand and can implement strategies for providing safe and orderly schools.</p> <p>5. Responded to the unit to have goals reflect our conceptual framework and learner outcomes.</p>

Data Source: School of Education

Table 1
MAJOR CHANGES IN THE UNIT SINCE 1996 VISIT

<i>Changes Since 1996</i>	<i>Rational for Change</i>
PROGRAM ADDITIONS	
<p>1. Created Professional Development School partnerships (elementary and middle grades). (1998)</p> <p>2. Implemented (PATH) Professional Academic Training Highway which is a partnership with the University and surrounding counties to help teacher assistants become licensed. (1998)</p> <p>3. Implemented the North Carolina Model Teaching Consortium which is designed to increase the quantity of highly qualified teachers in the school systems. (1998-Present)</p> <p>4. Implemented NC TEACH (NC Teachers of Excellence for ALL Children) which is designed to recruit, prepare, and support college graduates and mid-career professionals as they enter the teaching profession in NC. (2000)</p> <p>5. Added web-based and web-enhanced courses in education. (1999)</p>	<p>1. Responded to the Office of the President of the UNC System recommending the establishment of Professional Development Schools (PDS).</p> <p>2. Responded to a request from school systems to provide a curriculum to train teacher assistants to meet requirements for an undergraduate degree and to meet the requirements for NC initial licensure.</p> <p>3. Responded to the request from the NC Department of Public Instruction to address the teacher shortage in the state.</p> <p>4. Responded to the request from the NC Department of Public Instruction to address the teacher shortage and the increase demand for lateral entry teachers (alternative licensure).</p> <p>5. Developed on-line courses in education to respond to a request from the Office of the President of the UNC System and the University.</p>

Table 1
MAJOR CHANGES IN THE UNIT SINCE 1996 VISIT

<i>Changes Since 1996</i>	<i>Rationale for Change</i>
PROGRAM REVISIONS	
<p>1. Consolidated the former Master of Arts in Education (M.A.Ed.) and the Master of Arts in Teaching (M.A.T.) into the Master of Education (M.Ed.), the Advanced Master's Degree Program (The Excellent Schools Act, Senate Bill 272, VIII, A, Section 17, 1997). (1999)</p> <p>2. The Department of Elementary Education implemented the semester long student teaching for its majors and increased the hours for student teaching in elementary from 6 to 12 ((2001)</p>	<p>1. Responded to the Excellent Schools Act (Senate Bill 272, VIII A, Section 17) which directed the Office of the President of the UNC System to revise current master of education degree programs into a more rigorous course of study than currently required.</p> <p>2. Expanded the ten-week traditional student teaching internship of 6 semester hours to a full semester student teaching internship of 12 semester hours.</p>

School of Education Initiatives

There have been several initiatives in the School of Education since the 1996 Continuing Accreditation Visit. Some of these initiatives have been implemented and some are still in the formative stages such as Professional Development Schools (PDS), Birth-Kindergarten Program (B-K), aligning all teacher education courses with state and national standards, refining individual learner objectives for each program, and increasing on-line course offerings.

These initiatives have a single focus-- to produce knowledgeable, reflective facilitators of learning collaborating in a technological, diverse classroom and society who will improve the quality of learning and achievement for all P-12 students in North Carolina. These projects have been grouped accordingly: initiatives to address the teacher shortage; initiatives to improve teacher candidates' preparation and P-12 student learning; and initiatives to increase the number of grants for the unit.

Initiatives to Address the Teacher Shortage in North Carolina

The institution participates in four programs, in addition to its traditional B.S. degree program, designed to address the teacher shortage: the PATH Program, NC TEACH, Lateral Entry, and NC Model Teacher Education Consortium.

PATH (Professional Academic Training Highway) is a service and research project between FSU and the participating school districts for the primary purpose of training teacher assistants to receive the B.S. degree and become licensed teachers. The PATH Program is not an alternative licensure program; it is our traditional B.S. degree program tailored to meet the specific needs of teacher assistants.

There are approximately 130 teacher candidates enrolled in the PATH program, 110 in elementary education and 20 in middle grades education. From 1998 to 2001, 30 teacher candidates in elementary education graduated from the program. The middle grades program began in 2000 and five candidates have graduated from the program since it began.

Alternative Licensure Programs

NC TEACH (North Carolina Teachers of Excellence for All Children) is a rigorous, high quality program designed to recruit, prepare and support college graduates and mid-career professionals as they enter the teaching profession in North Carolina. NC TEACH came about as a result of a few simultaneous events: growing trends in the teacher shortage across the state, increasing demands for lateral entry (alternative licensure) teachers, and the widely varying licensure program requirements within the UNC System. Fayetteville State University, along with UNC-Pembroke and UNC-Wilmington, form the Southeastern Regional NC TEACH.

Lateral entry is an alternative licensure program designed for candidates who have an earned B.A. or B.S. degree but who have not completed an approved teacher preparation program. Prospective teacher candidates must have a NC teaching contract, minimum 2.5 GPA and /or satisfactory PRAXIS I scores before the School designs a program of study for the candidates. Lateral entry teachers begin teaching and complete the required education courses for licensure. Teacher candidates must complete a minimum of six hours each year and have the PRAXIS II Subject Area Tests successfully completed during the first two school years after obtaining the lateral entry license. Lateral entry teachers have five years to receive a full license.

The NC Model Teacher Education Consortium is another initiative designed to address the teacher shortage. The Consortium's mission is to increase the quantity of highly qualified educators in the school systems of North Carolina. Candidates in the NC Model Teacher Education Consortium may have a B.S. or B.A. degree and pursue licensure or they may not have a degree and pursue both the degree and licensure. The consortium pays for textbooks and a portion of the participants' tuition. Teacher candidates can take courses at any of the 12 participating institutions. Fayetteville State University is one of the participating institutions.

Initiatives to Improve Teacher Candidates Preparation and P-12 Student Learning

Professional Development Schools (PDS) were initiated in the fall of 1998 and the implementation of the model for elementary education and middle grades education continues to evolve. The Department of Elementary Education implemented its last phase of the PDS model during the 2001-2002 school year. The department increased the number of hours for student teaching from six to twelve. All elementary education courses are completed before student teaching is begun and the majority of these hours are completed in the PDS. Elementary teacher candidates complete 112 hours prior to student teaching. The PDS provides on-going staff development and collaboration. There are seven elementary and three middle grades partnership schools.

The Master of Education degree (M.Ed.), in 15 teaching fields and in its second year, is designed for licensed teachers. The M.Ed. program integrates graduate candidates' specialized knowledge, experiential background, and individual needs with activities and curricula, which are broad-based, coherent, theoretical, and intellectually challenging. The program is based on the NC New Master's Advanced Competencies, the National Boards for Professional Teaching Standards (NBPTS) propositions, and learned societies' standards and guidelines. Candidates demonstrate proficiency in instructional expertise, teaching, learner knowledge, research, professional development and leadership.

Several initiatives are in the introductory stage such as the Birth-Kindergarten Program, distance learning (on-line course development), and aligning course objectives with national, state, and institutional standards. These initiatives include the Birth-Kindergarten Program (B-K), which was developed in collaboration with the Fayetteville Technical Community College and UNC-Pembroke. The Birth-Kindergarten Program is designed to offer specialized training in working with infants, toddlers, and preschool children. The program will serve a diverse population and many nontraditional students who find it advantageous to seek a B.S. degree in Birth-Kindergarten or who choose to earn a certificate or license to operate a day care center.

The unit has developed several web-enhanced and web-based courses at the basic and the advanced levels and continues to develop on-line courses. Developing on-line courses is a University focus as well as a unit focus. There are 62 on-line courses offered by the University: 19 in the College of Arts and Sciences, 25 in the School of Business and Economics, and 18 in the School of Education.

Aligning all course objectives with national, state, and institutional standards continues to be a work in progress. All teacher education programs are in the process of aligning their courses and programs with program, state, and national standards and goals, and refining learner outcomes for teacher candidates in their program. Some programs are further along in the process than others, but alignment with state and national standards remains a matter of importance for the unit.

Initiatives to Increase the Number of Funded Grants for the Unit

The grants can be divided into grants designed to integrate technology into teaching and enhance the use of technology in teaching and learning; grants designed to enhance the technological skills of teachers; grants designed to improve learning and achievement; and grants designed to encourage the development of distance learning courses. These grants totaled \$460,486.00 for the 2000-2001 academic school year. (See Documentation, Standard I, School of Education Grants Awarded, Exhibit Room.)

The NC Catalyst grant is designed to enhance the technological skills of cooperating teachers, community college instructors, and university methods faculty. The grant provides opportunities for participants to design and develop web-enhanced resources for alternative instruction and provides opportunities for participants to be trained in the use of various instructional software programs that will enhance classroom learning and improve student achievement. Other grants focusing on teaching and learning through technology include the K-12 Matching Incentive Grant which is a collaborative initiative between the School and P-12 educators. The DPI Web Development for Lesson Plans was another collaboration among the School, the Department of Public Instruction and P-12 educators. Unit faculty and P-12 educators completed lesson plans on service learning. Project Star (SAS Grant) focuses on training faculty in the use of SAS to facilitate research initiatives. Grants developed to address learning and achievement of P-12 students include the Coastal Rural Systemic Initiative (CRSI) grant, the Historically Minority Colleges and Universities Consortium (HMCUC), and the Learn and Serve Grant. The CRSI grant, housed in the School of Education, is in the second year of a five-year \$6,000,000 grant which is designed to improve the mathematics and science achievement of rural students from 35 school districts in three states (NC, SC, VA). The HMCUC grant is designed to provide prevention strategies for middle school students who have failed one or more parts of the NC End of Grade Test or are in danger of failing one or more parts, or are having difficulty managing conflict. Project Learn and Serve (service learning) was a collaborative venture between faculty in the School of Education, DPI, and public school teachers. Lesson plans integrating service learning were developed utilizing the NC Standard Course of Study. These lesson plans were put on the Department of Public Instruction's web page.

Several grants and appropriations focused on increasing the use of distance education by developing on-line courses. The number of on-line courses developed in the unit over the last few years demonstrates the commitment to distance education. The NC General Assembly provided \$2,000,000 to support teacher education programs offered through distance education. The unit's allocation from these appropriations is \$193,000 based on a formula that considered current total student credit hours delivered as well as the percent of increase over the past year. The allocation is designed to recognize the efforts that have already been made in the delivery of teacher education through distance education and to recognize the incremental increases in such programs. The School of Education's share of \$193,000 represents the fourth highest allocation in the state. The North Carolina Distance Learning

Partnership, the DPI Regional SPED Consultant Project, and the Learning On-line: Opportunity and Access have provided access to on-line courses and the development of on-line courses. On-line courses have been developed at the basic and advanced levels. The Department of Elementary Education has several courses in the B.S. and the M.Ed. programs on-line. The Special Education Program in the Department of Middle Grades, Secondary, and Special Education received a grant from the NC Distance Learning Partnership. Special education faculty developed courses to assist lateral entry teachers to become licensed in special education. Courses and programs delivered via distance learning are likely to increase even more in the School of Education.

These initiatives show that the School of Education is fulfilling its mission of producing knowledgeable, reflective facilitators of learning collaborating in a technological, diverse classroom and society. These efforts further support our mission of educating and preparing individuals at the bachelor's, master's, and doctoral degree levels for professions in the field of education, research and service. Table 2 describes the initial, advanced, and licensure programs offered at the institution.

Table 2
Programs Offered in the School of Education

Program Name	Award Level	Program Level (initial or advanced)	No. of Hours	No of Students (Fall 2001)	Agency or Association	Status of and State Review	National Program
						Program Review Submitted (yes/no)	Current Status (initial review; rejoining, completing)
Biology	B.S.	Initial	122	7	*NCDPI	No	Continuing
Biology	M.Ed.	Advanced	36	1	NCDPI	No	Continuing
Ed Lead	Ed.D.	Advanced	60	55	NCDPI	No	Continuing
Elementary	B.S.	Initial	121-127	305	NCDPI	No	Continuing
Elementary	M.Ed.	Advanced	36	38	NCDPI	No	Continuing
English	B.S.	Initial	123	22	NCDPI	No	Continuing
English	M.Ed.	Advanced	36	3	NCDPI	No	Continuing
Health Education	B.S.	Initial	122-128	18	NCDPI	No	Continuing
Marketing Education	B.S.	Initial	126	2	NCDPI	No	Continuing
Math	B.S.	Initial	121	21	NCDPI	No	Continuing
Math	M.Ed.	Advanced	36	5	NCDPI	No	Continuing
Middle Grades Education							
Lang Arts	B.S.	Initial	120-124	Total MG program	NCDPI	No	Continuing
Math	B.S.	Initial	120-124		NCDPI	No	Continuing
Science	B.S.	Initial	120-124		NCDPI	No	Continuing
Social St	B.S.	Initial	120-124		72	NCDPI	No
Lang Arts	M.Ed.	Advanced	36	2	NCDPI	No	Continuing
Math	M.Ed.	Advanced	36	8	NCDPI	No	Continuing
Science	M.Ed.	Advanced	36	4	NCDPI	No	Continuing
Social St	M.Ed.	Advanced	36	2	NCDPI	No	Continuing
Music Education	B.S.	Initial	122	34	NCDPI	No	Continuing
Physical Education	B.S.	Initial	122-128	52	NCDPI	No	Continuing
Reading	M.Ed.	Advanced	36	2	NCDPI	No	Continuing
School Admin	M.S.A.	Advanced	42	76	NCDPI	No	Continuing

*NCDPI (North Carolina Department of Public Instruction)

Data Source: Institutional Research, Fayetteville State University

Programs Offered in the School of Education

Program Name	Award Level	Program Level (initial or advanced)	No. of Hours	No. of Students	Agency or Association	Status of and State Review Program Review Submitted (yes/no)	National Program Current Status (initial review; rejoining, completion)
Social Sciences Education							
History	B.S.	Initial	122	23	NCDPI	No	Continuing
History	M.Ed.	Advanced	36	2	NCDPI	No	Continuing
Social Sciences Education							
Political Science	B.S.	Initial	122	2	NCDPI	No	Continuing
Political Science	M.Ed.	Advanced	36	0	NCDPI	No	Continuing
Social Sciences Education							
Sociology	B.S.	Initial	122	7	NCDPI	No	Continuing
Sociology	M.Ed.	Advanced	36	0	NCDPI	No	Continuing
Spanish	B.S.	Initial	128	0	NCDPI	No	Continuing
Special Education							
Learning Disabilities	M.Ed.	Advanced	36	12	NCDPI	No	Continuing
Mental Disabilities	M.Ed.	Advanced	36	4	NCDPI	No	Continuing
Behavioral Emotional Disabilities	M.Ed.	Advanced	36	5	NCDPI	No	Continuing
Vocational Business Education	B.S.	Initial	126	18	NCDPI	No	Continuing

*NCDPI (North Carolina Department of Public Instruction)
Data Source: Institutional Research, Fayetteville State University

Initial Programs

The School of Education offers 17 licensure areas from 12-degree programs. Teacher candidates may pursue undergraduate (B.S.) degrees and initial licensure in fourteen areas. Candidates majoring in elementary education, middle grades education, vocational business education, marketing education, health education, and physical education must complete a second academic concentration of 24-27 credit hours. All basic programs include licensure areas at the initial level. No initial licensure is offered at the advanced level. Table 3 shows the degree programs, licensure configurations, and second academic concentrations offered in the unit.

Table 3
DEGREE PROGRAMS AND LICENSURE CONFIGURATIONS

Degree Program	Licensure Level	2 nd Academic Concentration
Biology	9-12	No
Elementary Education	K-6	Yes
English	9-12	No
Health Education	K-12	Yes
Marketing Education	9-12	Yes
Mathematics	9-12	No
Middle Grades Education	6-9	Yes
Music Education	K-12	No
Physical Education	K-12	Yes
Social Sciences Education- History	9-12	No
Social Sciences Education- Political Science	9-12	No
Social Sciences Education- Sociology	9-12	No
Spanish	9-12	No
Vocational Business Education	6-12	Yes

Data Source: Fayetteville State University School of Education

Alternative licensure candidates are exempt from the second academic concentration requirement. Alternative licensure (lateral entry) candidates have a B.A. or B. S. degree in an academic area.

Advanced

Candidates seeking the M.Ed. must hold an A-level, G -or M-level continuing license from the state of North Carolina or a comparable continuing teaching license from another state. Prior teaching experience is preferred. Candidates for the M.S.A. must hold a continuing teaching license and must have a minimum of three years of teaching experience.

The Master of Education degree is offered in 15 teaching areas. Candidates holding the M.Ed. may add another graduate licensure area to their M.Ed. The M.S.A. and Ed.D. do not have licensure programs associated with their degrees.

CONCEPTUAL FRAMEWORK

Development of the Conceptual Framework

Philosophy

The 1990 and 1996 research for our conceptual framework was broad-based and drew heavily from effective teaching research. Our current research is still broad-based and represents an amalgam of effective teaching research and constructivism, especially social constructivism of Jean Piaget and Lev Vygotsky. In the constructivist approach to schooling, learners do not passively receive knowledge; rather, they actively "construct" it, building on their bases of prior knowledge, attitudes, and values. Learners are constantly asking "what happens when I do this or that?" A great majority of children will not learn if they are allowed to "wander" through a library or laboratory on their own. With direct and indirect help from a facilitator, the student "constructs" his or her meaning (Arends 1997; Castle 1997). Vygotsky (1978) also emphasized the social aspects of learning and believed that social interaction facilitated intellectual development and the construction of new ideas. The unit embraces constructivism because of its focus on teaching, assessing, and valuing each learner as an individual and realizing that the learner's behavior is a result of his or her past experiences.

Goals

Our previous goals did not address the themes in our conceptual framework nor did they specify what the unit wanted our candidates to know and be able to do. Moreover, our former goals did not focus on the kinds of knowledge, skills, and dispositions candidates needed to know to be able to help all P-12 students learn and achieve. Unit and P-12 educators revised the goals and objectives based on the NCATE 2000 standards, learned societies, institutional goals and the institutional strategic plan.

A draft copy of the revision and refinement of the goals was presented to deans, departments, and faculty for suggestions and comments. The goals represent consensus among all stakeholders concerning our vision of our facilitators of learning.

Theme

Our previous theme, the education professional as a facilitator of learning, depicted what our candidates were and did not effectively describe what they would be able to do. Unit educators wanted our theme to shift the focus from our facilitators' functions to learning outcomes for students. Drawing from the five process drivers in our conceptual framework, the theme was expanded. The revised theme is the education professional as a knowledgeable, reflective facilitator of learning collaborating in a technological, diverse classroom and society. As our program continues to grow and we acquire new understandings, our model will continue to evolve to enable us to respond appropriately to a wider range of teaching situations.

Model

Our model has been refined and revised and is represented by a circular graphic. (See Appendix, Conceptual Framework.) The graphic represents a continuum, an ongoing circle which allows movement in different directions throughout the cycle. Five process drivers (reflection, assessment, diversity, collaboration, and technology) permeate the entire conceptual framework and provide focus and direction to the curricular strands (content knowledge, methodology, learning theories, learning climate, and dispositions). The circle encompasses the experiences and processes that our facilitators of learning will encounter during the cycle of becoming a teacher. This circular model integrates our theme and the application of our knowledge base. As depicted in our model, assessment, diversity, reflection, collaboration, and technology form the core of our vision of facilitators of learning, while content knowledge, learning theories, learning climate, methodology, and dispositions describe the body of shared knowledge, values, skills, and dispositions which inform it. The knowledge base is derived from research, sound professional practice, general studies, content knowledge and educator proficiencies as defined by the NC Department of Public Instruction, the Office of the President of the UNC System, mission and goals of the institution and the unit. External influences such as NCATE, INTASC, NC Standards Board Performance Domain for Public School Administrators, Principals and Superintendents, NBPTS guidelines, guidelines of learned societies and the nature and needs of the local schools, and students were adhered to in formulating our conceptual framework. The education professional as a knowledgeable, reflective facilitator of learning collaborating in a technological, diverse classroom and society reaffirms the goals and mission of the School of Education and the University.

Knowledge Base

The knowledge base represents the philosophical and theoretical underpinnings of the conceptual framework. It is designed to describe the ideas and information about teaching and curriculum that make up the core of what professional educators need to know to understand their field. General education, content knowledge, and professional knowledge comprise the program content. Explanations of our curricular strands are presented below.

Content Knowledge represents what teacher candidates need to know. Knowledgeable, reflective facilitators of learning should possess in-depth knowledge in the content area in which they are preparing to teach. Teacher candidates should know what to teach and how to teach it; what learning is more useful to student understanding; and how their discipline is organized and related to other disciplines. Teacher candidates need to understand the structure of the subject(s) they teach.

Dispositions are habits of mind or tendencies to respond to certain situations in certain ways. Curiosity, friendliness or unfriendliness, bossiness, and creativity are all examples of dispositions that parents and teachers can strengthen or diminish by setting learning goals for children (Katz 1993). Rogers (1969) believes that significant learning depends on certain "attitudinal qualities" in the personal relationship between the facilitator and the learners. Rogers uses the term facilitator

rather than teacher because he believed that it emphasized what happens to the learners rather than the performance of the teacher. The teacher's skills, knowledge of the field, curriculum planning, lectures, selection of books and other learning aids are all peripheral; the crux of the learning situation is the relationship between the facilitator and the learner which should be characterized by realness, valuing and empathy (Rogers 1969; Combs 1965). Knowledge alone is not enough.

Learning climate goes beyond location and classroom to include a warm, positive, and a receptive attitude toward all students and parents. Learning climate encompasses physical location and positive attitudes towards all students and families.

Learning theories are sets of assumptions or generalizations about the nature of learning that are supported by philosophical and scientific principles and that suggest the direction of further investigation about how learning takes place. Theories of learning guide teaching and provide guidance for teachers about how to produce or enhance student learning. Candidates are presented with the shortcomings of theories as well.

Methodology is the study of the underlying principles and rules of a discipline, system, or investigation (Harris & Hodges 1981). Methodology is viewed as being synonymous with pedagogical content knowledge. Pedagogical content knowledge is the knowledge that bridges content knowledge and pedagogy. It represents the "blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction (Shulman 1987). Pedagogical content knowledge represents the knowledge and skills we want our candidates to demonstrate.

Shared Vision

Our NCATE 2000 Report describes the beliefs which community stakeholders, public school and university educators followed in preparing this report. Our conceptual framework defines our beliefs and organizes these beliefs into a unifying vision.

The Conceptual Framework Committee met with two major objectives in mind-- to decide to keep the 1990 and 1996 conceptual framework and theme or to adopt a new theme and model. A defining question was whether our vision of what we wanted our students to look like had changed.

The first meeting yielded no clear consensus regarding the theme or model. The discussions elicited the following questions: Did the former model of our conceptual framework (See Appendix A, Conceptual Framework) depict our vision of a knowledgeable, reflective facilitator of learning collaborating in a technological, diverse classroom and society? Had the role of our facilitators of learning expanded? Were we true to the unit's mission of educating and preparing individuals at the bachelor's, master's, and doctoral levels for

professions in the field of education, research, and service? Did our conceptual framework reflect the institution's mission of providing quality education to students? There seemed to be more unanimity among members concerning the theme. An ad hoc committee was formed to refine the model and expand the theme.

The Ad Hoc Committee on the Conceptual Framework considered the institution's mission, the unit's knowledge bases and what the School wanted the teacher candidates to look like upon exiting the program. The Committee, in clarifying their vision, focused on ensuring alignment with national and state standards, institution, and unit's goals and objectives.

Subsequent meetings focused on the graphic or the model. The first draft, a circular graphic and accompanying knowledge base, was presented to the Committee. A majority of stakeholders from the community, local schools and University agreed, in principle, on the theme and the graphic representation of the conceptual framework. The agreement, on the model and theme by different members, indicated the beginning of a shared vision of our conceptual framework.

Committee members identified concepts and themes, which spread throughout our program. Several themes were added such as dispositions and learning climate. Dispositions reflected our view that knowledgeable, reflective facilitators of learning collaborating in a technological, diverse classroom and society needed more than knowledge. Our facilitators of learning needed to be disposed to treating students with respect, empathy, and worth, in addition to being knowledgeable.

Several drafts and revisions of the drafts of the framework were reviewed by stakeholders and other university educators. A copy of the draft of the framework, along with a handout requesting verification of addressing the conceptual framework themes in their courses, was distributed to university educators. University educators were also asked to review the new goals and objectives (which were added to the School of Education's goals) for relevance and verification of addressing these goals in their courses or programs. Comments and suggestions were solicited concerning the model and the handout. The conceptual framework went through several revisions and iterations before it was endorsed by the Committee and the University at the Preschool Conference August 2001.

During the August 2001 Preschool Conference, the dean of the School of Education explained and discussed the conceptual framework with the university family. The university family received bookmarks and handouts depicting and explaining our conceptual framework. In addition to receiving bookmarks and handouts, department chairs in the School of Business and Economics, and the College of Arts and Sciences received book bags with the conceptual framework logo on it.

The conceptual framework has been explained to our students, through hand-outs, book marks, and power point presentations. Faculty in the unit ensure that the conceptual framework is reflected in their courses, activities, and overall programs. Unit faculty understand the specifics of the conceptual framework and its concomitant theory and the

implications of the conceptual framework in their own practice and that of the cooperating teachers with whom we place our teacher candidates.

Coherence

Coherence exists among the conceptual framework and our courses, early field experiences, student teaching, internships, graduate practica and our learner outcomes-- what our teacher candidates and graduate candidates know and are able to do. At the undergraduate level, INTASC Standards are included in coursework and syllabi. Both traditional and performance-based assessments, as depicted in the Unit Assessment Plan, are used to show that our candidates are meeting the standards.

In the Master of Education program, coursework and course syllabi include the NBPTS Standards. The NC Master's/Advanced Competencies and the NBPTS Standards guide assessment practices for the M.Ed. Candidates complete a product of learning. Both the M.S.A. and the Ed.D. programs adhere to guidelines from the North Carolina Standards Board for Public Administration and ensure that content from these programs is aligned with the NC Standards Board for Public Administrators. Assessments for the M.S.A. and Ed.D. include action research projects, internship portfolios, and internship tasks guided by performance domains developed by NC Standards Board for Public Administrators.

All of our courses from the basic programs (university college, i.e., general studies) to the master's (M.Ed., M.S.A.), and to our doctoral program (Ed.D) complement each other and are congruent with our conceptual framework.

Professional Commitments and Dispositions

The conceptual framework clearly articulates the professional commitments to knowledge, teaching competence, and student learning. It has outlined the dispositions that faculty value in teachers and other professional school personnel. First and foremost, the School is committed to producing knowledgeable candidates. Rigorous coursework and field experiences are required to foster content and pedagogical content knowledge, and professional knowledge. Practica at the graduate level are designed to provide opportunities for our candidates to explore, in more detail, the underlying themes of our conceptual framework. The unit has focused more attention, as a result of NCATE 2000 Standards, on dispositions and has identified those dispositions for teacher candidates which the unit values.

We believe that our teacher candidates should be disposed to keep abreast of new ideas and understandings in the field; to foster learning; appreciate and value human diversity; take responsibility for establishing a positive climate in the classroom and work to maintain a positive climate in the School as well. Candidates must be committed to principles of social justice, caring, respect, and individual and social growth (Dewey 1966; Gutmann 1987; Noddings 1992).

Our commitment to professionalism describes our belief that our facilitators of learning must abide by a code of professional ethics similar to the NC Standards Board's Code of Ethics or those outlined by learned societies. Moreover, teacher candidates must have a strong desire for professional development. Teacher candidates should demonstrate a propensity for lifelong learning, which includes those mental habits that will enable candidates to learn on their own whatever they want or need to know.

Commitment to Diversity

The University

The University is committed to maintaining diverse faculty, students, programs, and policies, which promote inclusion, educational equity and cultural diversity. Fayetteville State University has been recognized for being one of the most diverse universities, with respect to students and faculty, in the UNC System. Fayetteville State University's faculty consist of 115 African Americans, 1 American Indian, 60 Caucasians, 3 Hispanics, and 27 other. The racial make-up of the faculty in the School of Education is 36 African American, 1 American Indian, 6 Caucasians, and 1 Other. Two Hispanic faculty, while assigned to the College of Arts and Sciences, instruct our teacher candidates who major in Spanish and select Spanish as a second academic concentration.

Fayetteville State University is committed to diversity and an intellectual environment where all individuals regardless of sex, age, race, and religion can flourish and share ideas. During the 2000-2001 academic year, the University commissioned a Task Force on Diversity charged with surveying the faculty

concerning issues of diversity. The Committee developed a survey, which focused on diversity on campus from several perspectives. The survey consisted of 21 questions and combined the strongly agree and agree categories. Items with less than 60% for combined categories were considered critical. Six categories failed to receive combined totals of 60%. Respondents felt that there was a fair representation of minority groups among faculty in their department (70%); that their department promoted a fair and equitable process for promotion and tenure for faculty from diverse groups (66%); that faculty felt no pressure from members of their own race for socializing with faculty from another race (93%); that faculty have made friends with colleagues from different racial and ethnic groups (86%); and that diversity was good for FSU and should be promoted (87%). The results of the survey signal areas, which require additional discussion, research, and in-put from the faculty. A copy of the complete survey can be found in the Exhibit Room.

The School of Education

The unit seeks to enhance the faculty's and candidate's understanding of and responsiveness to the diverse needs and backgrounds of students, clients, and families. It also seeks to ensure that educators develop strategies for advancing educational equity and intercultural understanding. Diversity is integrated throughout the basic and advanced programs through courses and field experiences. Feedback from university educators and P-12 educators was instrumental in ensuring that diversity is infused throughout the teacher education program. University educators supported the inclusion of required courses on diversity at the master's and doctoral levels, and an elective at the bachelor's level. Coursework and experiences, and courses on diversity help candidates become aware of the importance of diversity in teaching and learning. Candidates' courses, activities, and experiences focus on culturally responsive pedagogy, adapting instruction to the needs of P-12 students, and using a variety of assessments. The School of Education has evolved from offering a multicultural day once a year to ongoing initiatives to support diversity throughout the year.

The School of Education supports several initiatives to ensure that teacher candidates have ample opportunities to interact with diverse faculty, P-12 teachers, and students. The unit will continue sponsoring workshops, conferences for candidates, faculty, educators and the community. Future Scholars Conferences will focus on diversity. More diverse activities, with candidate learner outcomes, will be included in the programs as departments complete the alignment of their program goals with state, national and university goals. The School of Education incorporated a goal addressing diversity as a way of assessing learner outcomes and illustrating the importance of diversity in our programs.

Commitment to Technology

The University and the School of Education have always responded to initiatives involving technology as a way of demonstrating their commitment to technology. There is a required course in technology at the bachelor's, master's, and doctoral levels. Technology competencies are included in course syllabi.

During the 2000-2001 academic year, the University developed the Strategic Plan for Information Technology. The Strategic Plan for Information Technology represented a response to the UNC Technology Strategy Project of July 1999. The Plan includes support for both the planning function and the educational program component of the institution. In the Plan, six strategic goals were outlined.

Goal 6 of the plan, states that FSU must be able to provide an environment where faculty and students can utilize information technology to enhance and expand the teaching/learning environment. The Plan provides services for students from both a web-based and an integrated approach, establishes standards for software and hardware, reviews web development tools such as Front Page, course development tools (Course Info), and network software. An important feature of the Plan calls for providing 20 smart classrooms that support the use of information technology in the teaching/learning process, including web resources, interactive video, projection devices, lighting, and seating. Five "smart" classrooms have been installed in the unit: four in the Butler Building which houses the majority of the classrooms for teacher candidates, and one in the Health, Physical Education Complex. Smart classrooms include a TV monitor/VCR, automated screen and computer/LED projector capability with internet access.

There are 12 academic computing labs on campus with over 469 microcomputers. All computers have internet access. In the School of Education, there are two computer labs which mainly serve teacher candidates. Faculty have developed several web-enhanced and web-based education courses as a result of Faculty Development Mini Grants. The School of Education offers several education courses on-line and the Department of Special Education, through a consortium, offers courses to assist special education candidates to become licensed. With the unit's allocation of \$193,000 from the General Assembly for distance education, more courses on-line will be developed and delivered.

Candidate Proficiencies Aligned with Professional and State Standards

The School of Education has always adhered to institutional, state, and national guidelines in designing its teacher education programs. Aligning the candidates proficiencies with state and professional standards ensures that our teacher candidates receive the knowledge, skills, and dispositions endorsed by state and national agencies. (See Documentation, Conceptual Framework, Candidates' Proficiencies Aligned with Professional and State Standards.) Some programs have aligned their assessments with national and state standards, institutional and unit goals and objectives.

Research Supporting the Conceptual Framework

Our conceptual framework presents a vision of a knowledgeable, reflective facilitator of learning collaborating in a technological, diverse classroom and society. The framework emphasizes five areas seen as essential to the development of facilitators of learning and as being clear indicators of the knowledge which support each of our professional programs: reflection, assessment, collaboration, technology and diversity. Our discussion of the elements and their practical and theoretical bases are highlighted below.

Reflection

More and more teacher educators are coming to believe that although it is important to prepare beginning teachers for initial practice, it is even more important to help them develop the attitudes and skills to become lifelong students of teaching and reflective practice. Educators have applied Schon's (1995) premises of thinking, pondering and reflecting about past, present, and future actions as a means of designing productive, problem-solving strategies. Teachers should not rely on impulse, or unexamined previous practice, but should continually examine and evaluate their attitudes, practices, effectiveness, and accomplishments.

The process of examining and evaluating one's teaching is called reflection. Reflection is an active mental process that master teachers use consistently as they interact with students and the curriculum (Osterman 1990; Panasuk and Sullivan 1998). Self-analysis, or reflection, enables teachers to see and assess the attitudes, dispositions, knowledge base, and performances that together make up the whole picture of who they are and how effective they are as teachers. Reflection plays a particularly critical role in the teaching profession. Teachers operate fairly autonomously on a day-to-day basis, often without much interaction with or observation by other teachers or administrators.

Unit faculty firmly believe that the process of reflection on practice should begin early in the initial teacher preparation program and continue through the advanced programs if our aim is to develop knowledgeable, reflective facilitators of learning. We meld both theory (classroom study) and practice (field experiences) throughout our program and there are many opportunities for reflection. Candidates have an opportunity to plan, implement, and reflect on their actions. During the planning phase of the reflective process, candidates select content, objectives, and artifacts for portfolios; study student needs; select internships, action research projects, case studies and backgrounds; select activities; study organizational or curricular needs; and observe. The implementation phase of the reflective process involves putting plans in action, such as lesson plans, internships, and case studies. In the final phase, candidates reflect and think about their planning, implementation, beliefs, principles, and interactions with students.

Candidates in our M.S.A. and Ed.D. programs also plan, implement and reflect on managing and financing school matters, legal issues, curriculum, and other related

areas. At both the basic and advanced levels, candidates engage in debates, questioning, discussions, observations, journaling, and microteaching. The Reflective Cycle in the NC Performance-Based Licensure Program is used by candidates in some of the programs as a guide to analyzing their lessons. All courses and practica in the program emphasize the interaction of planning, implementing, and reflecting.

Assessment

A major emphasis in our program is to provide teacher candidates opportunities to understand and use a variety of authentic and standardized assessments. Within the last several years, assessment has received a lot of attention in the media and in schools, especially authentic and standardized assessments. Assessment involves more than assigning a value to work a student has done. While assessment may measure student performance, it is important to stress the role of assessment in determining the success of a teacher's lesson and of improving his or her teaching.

The options for assessment provided by authentic and traditional or standardized tests require that candidates are well informed about both assessments and fully understand their use. Teacher candidates should have ample experiences with formal and informal assessments, the advantages, disadvantages, and limitations of both as assessment tools.

Faculty have been conscientious about teaching candidates how to write lesson plans, develop unit plans, and choose instructional strategies. Moreover, faculty stress the importance of linking assessment to planning and instruction. During the development of lesson and unit plans, candidates have an opportunity to think about how they will assess and evaluate their students' performances on the activities they assign.

Authentic assessments provide alternatives for assessing diverse students. As knowledgeable, reflective facilitators of learning, our candidates must be sensitive to the needs of diverse learners in the classroom and select assessments, which are appropriate for these students. Candidates should strive to find the unique contributions, which all learners can make and promote the knowledge, skills, and dispositions of these students. Assigning projects and activities that allow students to demonstrate culture specific knowledge and skills and encourage students to learn from and about each other's cultures provide opportunities for diverse students to contribute to class activities. Townsend, Fu, and Lamme (1997) observe that students at risk of failure in our public schools face a daily barrage of low grades and evaluations that continually confirm their secret suspicion that they are not able to learn. It is incumbent upon teacher candidates to find ways of assessing at-risk students.

Assessment is addressed in all courses and in early field experiences, student teaching, and graduate practica. Assessment is at the center of instruction in our program.

Collaboration

Collaboration holds great promise for addressing many educators' and citizens' demands for fundamental change in the schools, as well as creating a climate in which all students can become successful learners (Gable & Manning 1997). Collaboration involves working together toward a common goal. The role of the educator has evolved from reliance on one's own individual judgment and expertise to collaboration with colleagues, families, and community members. Collaboration with colleagues is one of the defining attributes of professionalism (Goodlad 1990).

Service to public schools is a strategic direction encouraged for public and private institutions of higher education in North Carolina by the Office of the President of the UNC System. The School operates an Office of School Services which encourages collaboration between local schools and the University. The collaboration often involves providing technical assistance, working on research projects, preparing professional activities to improve school performance and professional development.

Professional Development Schools (PDS) have made it possible for collaboration between P-12 schools and universities to expand. The role of the PDS is similar to that of a teaching hospital. Schools provide field experiences for teacher candidates and professional development for inservice teachers.

Our elementary and middle grades teacher candidates log countless hours at Professional Development Schools. Undergraduate teacher candidates have an opportunity to work directly with experienced teachers who are available to give them assistance and feedback. Teacher candidates reflect on their practice through direct teaching, and participate in workshops and seminars. Similarly, inservice or experienced teachers also have a support system from the University, and other colleagues. Undergraduate middle grades student teachers present at the NC Middle School Conference and at the Undergraduate Research Conference. Presenting at state conferences helps our candidates understand, as early as during their training to become teachers, the importance of professional development. The PDS concept broadened the support system for all educators.

Local schools collaborate with the University in a number of ways. University educators and P-12 educators participate in staff development activities. University educators provide workshops and seminars for local P-12 and local educators reciprocate by conducting and sponsoring workshops and other collaborative activities. Graduate teacher candidates and school administrators mentor and conduct workshops for beginning teachers and administrators. Candidates in the M.Ed program take a course, EDUC 650 Effective Practices for Teaching, Learning, and Collaborative Leadership, which has components in the course that address professional development. The Department of Elementary Education and Middle Grades, Secondary, and Special Education are collaborating with the NC Center for School Violence to pilot a curriculum, which integrates conflict resolution in a course.

University educators have collaborated with local schools and community stakeholders to write grants. The University has received several grants, through collaborative efforts, aimed at improving achievement among P-12 students, using technology in the classroom, and increasing the number of special education teachers, to name a few. These grants help improve the teaching/learning process as well as improve relationships, collegiality, and respect for all the groups.

Through collaboration, educational and cultural activities have been brought to the community. For several years, the School of Education and the Cumberland County School System sponsored the National Scholars Conference (formerly the Education Forum). The Conference brought state and national educators to the community. The Fine Arts Department in the College of Arts and Sciences has sponsored plays, concerts, and has brought entertainers from music, theater, and television to the University community.

Efforts to collaborate will result in an increased understanding of the teaching/learning process and improved learning for all students. By working with others on school governance, curriculum development, school community partnerships, and educational reform, the University and local schools play an important role in enhancing the professional status of teachers.

Diversity

The School of Education strives to prepare knowledgeable, reflective facilitators of learning collaborating in a technological, diverse classroom and society to be successful in teaching in our diverse schools and to function in a diverse society. Our candidates must be prepared to teach all learners and, in particular, diverse learners. Diverse learners include learners with exceptionalities, racial, ethnic, gender, and language differences.

Unit faculty recognize the disparity between the majority teaching force in the schools and the increasing number of minority students in those schools. Women and whites outnumber men in the teaching profession. Approximately 73% of public school teachers are women, and 87% of those teaching in public schools are white (U.S. Department of Education 1998). It is estimated that one in three students is a minority student. At the same time, the number of minority teachers in public schools is declining.

The School of Education infuses diversity throughout its programs and has also developed courses focusing on diversity at the undergraduate, master's, and doctoral levels. Diversity courses are required and are a part of the degree program at the M.Ed., M.S.A., and Ed.D. levels. The diversity course at the undergraduate level is an elective because an additional course would require some teacher education programs to exceed the maximum number of hours allowed for graduation. The Office of the President of the UNC System placed a cap on the total number of hours (128) allowed for the undergraduate degree. Many of our teacher education programs

require a second academic concentration of 24 hours which made it almost impossible for students to add an additional three hours.

Infusion of diversity in our courses focuses on culturally responsive pedagogy or how culture and teaching interact. Facilitators of learning exemplify empathy, warmth, and value for all students and their different family structures. Field experiences are assigned in settings, which provide students an opportunity to practice culturally responsive pedagogy. Candidates' lesson plans and unit plans show provisions for special needs, and other diverse learners, and a variety of strategies, and assessments.

Elementary and middle grades teacher candidates are required to take SPED 320 Education of the Exceptional Child. As a part of the course, candidates complete ten hours in diverse settings. Candidates have an opportunity to show respect for all cultures, have high expectations for students and help students build on their strengths and prior experiences. Facilitators of learning are expected to provide equitable access to content, quality instruction, and educational resources.

Graduate programs, in addition to culturally responsive pedagogy, address the historical, and social political contexts of diverse students. Graduate teacher candidates use their classroom setting in many cases and witness firsthand some of these experiences. Doctoral candidates, as a part of their Reflective Practice Log, must respond to societal and cultural influences on schooling.

The unit has always sponsored diverse activities. The initiatives in diversity will continue to increase and evolve as we encounter new challenges.

Technology

The University, in conjunction with the Office of the President of the UNC System and the NC Department of Public Instruction, has made the integration of technology into the educational program a major emphasis. The use of technology in the classroom has expanded the option to teachers for delivering learning to their students.

The School of Education advocates infusing technology throughout the program. However, undergraduate teacher candidates are required to take an introductory course in technology. Several courses in the advanced programs include technology and candidates utilize technology to complete projects and assignments. Requiring both courses and infusion of technology into our program speaks to the School of Education's commitment to technology.

Student teachers complete their portfolio and demonstrate knowledge of a variety of uses with technology. Master of Education candidates use technology to complete their product of learning (POL). Teacher candidates use technology to create teaching materials, tests, newsletters, flyers, banners, certificates, electronic grade books, write reports and compositions, and technology aided presentations.

The School of Education provides workshops and training for faculty so that faculty can maintain and increase their knowledge of technology. The School will continue to offer staff development and workshops so that faculty can keep current and prepare teacher candidates to utilize technology in P-12 settings.

Summary

The themes for our conceptual framework are both independent and interdependent. The strength of our themes is in their interdependency. Our candidates must be knowledgeable about their content and how to teach this content, especially to diverse learners. As candidates reflect on this content and instruction, assess their actions, they increase their knowledge. Their knowledge is further enhanced as they collaborate with colleagues. Technology is utilized throughout this process.

EVIDENCE OF MEETING THE SIX STANDARDS

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.

Element 1: Content Knowledge for Teacher Candidates (*Initial and Continuing Preparation of Teachers*)

Undergraduate

Content knowledge selected for teacher candidates is influenced by national, state, School of Education, and institutional goals. The North Carolina Department of Public Instruction (NCDPI) is modifying its state standards and guidelines to align them with national standards such as the NCATE (National Council for the Accreditation of Teacher Education), INTASC (Interstate New Teacher Assessment and Support Consortium), and the NBPTS (National Boards for Professional Teaching Standards).

The School of Education endeavors to ensure that candidates know important principles and concepts of their fields. In determining the content to be taught, the School followed national guidelines. Teacher candidates are assessed over the content, explain the content, and apply this knowledge in courses and in field experiences. Assessment of candidates continues throughout the program with traditional, performance-based, internal, and external assessments. These assessments occur at various transition points and continue throughout the program. Both the state and the unit rely on PRAXIS II, GPA, and dispositions as other measures of assessing content knowledge. Our process of ensuring content knowledge begins as soon as our candidates enter the University and continues in course work, and in field experiences.

The unit selects teacher preparation courses, field experiences, and activities which lead to in-depth knowledge of subject matter as delineated by national, state, and learned societies' standards. These courses are sequential and build on our University College core, which provides a basis for our specialty area courses. The course content selected for our teacher candidates is designed to ensure in-depth knowledge of the subject matter candidates plan to teach (i.e., major concepts, facts, and skills) and to help them explain and apply the important knowledge and skills in their specialized fields. Candidates demonstrate that they know their content by explaining and applying important principles and concepts in their specialized areas.

Content selected for courses address these national, state, and institutional goals and objectives and candidates are assessed over these goals and objectives as they complete class assignments. In addition to the University College (general education) and professional education requirements, candidates majoring in elementary, middle grades, physical

education, health, marketing and business education, must complete a second academic concentration of 24-27 semester hours. Candidates choose from English, math, biology, social studies, speech and theater, history, political science, economics, geography, psychology, Spanish, and sociology. The content knowledge learned from the second academic concentration courses strengthens our teacher candidates' knowledge base even more and provides in-depth knowledge of the subject matter that they plan to teach.

The School of Education believes that candidates who have extensive knowledge of their subjects are better prepared to help their students learn. Candidates who know more make lesson presentations more clearly and tend to recognize student difficulties more readily. Teacher candidates who are knowledgeable are ready for any student's questions and do not have to be evasive or vague in their answers. The unit also seeks to ensure that candidates keep current with new learnings in their field. Our teacher candidates are enthusiastic about the subjects they teach and are able to make connections between the content and students' everyday lives. Candidates discuss their subject matter with other professionals and the progress their students are making in their courses.

Evidence of content knowledge in our teacher candidates is illustrated in their lesson and unit plans, course assignments, and performance in field experiences, especially student teaching. In methods courses, candidates write lesson and unit plans and during student teaching, candidates reflect on their teaching. Reflection is one of the themes in our conceptual framework. As candidates reflect on their teaching, their knowledge base increases and they find new or different ways of solving problems.

Candidate knowledge of content can be assessed by the Exit Criteria for Student Teachers, student teaching portfolios, GPAs, lesson and unit plans, follow-up surveys, and pass rates on PRAXIS II (when they apply for licensure), and during the Performance-based Licensure Program (Initial Licensure Program). Cooperating teachers have rated our candidates' content knowledge from above average to superior. (See Documentation, Standard 1, Exit Criteria, Exhibit Room.) The unit's overall pass rate for 1997-1999 was 73% on PRAXIS II; a 73% pass rate for 1998 –1999; and a 77% pass rate for 1999 – 2000. The unit's average pass rate for PRAXIS II was 74% between 1997-2001. Institutions must maintain a 70% or higher pass rate on PRAXIS II. A summary of PRAXIS scores can be found in the Exhibit Room. All of our graduates and program completers have excelled in the Performance-Based Licensure Program with respect to content knowledge. Our teacher candidates have received 95% or better on teaching performance in the Performance-Based Licensure Program. Candidates must meet state licensure passing scores on PRAXIS II to receive a full or a continuing license. Both traditional and performance-based assessments are used at the University. Content knowledge is assessed in real life school settings by the cooperating teacher, university supervisor, and the faculty. Feedback from the cooperating teacher, university supervisor and the faculty provide information regarding our candidates and our program.

Evidence of content knowledge for alternative licensure candidates is demonstrated in lesson and unit plans, course assignments, and early field experiences. Content knowledge for alternative licensure (lateral entry) teacher candidates is assessed through the GPA and

course work. Alternative licensure teacher candidates take the same courses as undergraduate degree seeking students with the exception of the introductory course, EDUC 211 Laboratory Experiences in Area Schools. Teacher candidates in the alternative licensure program must successfully complete six hours annually toward their licensure requirements. Laterals must have a minimum cumulative GPA of 2.5 or have passed PRAXIS I. References made to undergraduate teacher candidates, with the exception of student teaching and EDUC 211, include alternative licensure candidates as well.

Our conceptual framework includes content knowledge and technology. Technology is assessed through EDUC 210 Computers in Education, technology-assisted presentations, class assignments, lesson and unit plans, and the student teaching portfolio.

Graduate

Candidates in our M.Ed. program expand and extend their content knowledge in a variety of ways. From the time graduate candidates enroll in the program, their subject matter or content knowledge extends the knowledge, skills, and dispositions outlined in the INTASC standards, the NC New Master's Advanced competencies, the NBPTS guidelines, and standards from other professional organizations. The M.Ed. program includes rigorous preparation in the subject matter or licensure area in which candidates currently teach or plan to teach in the future. Candidates in the M.Ed. program take courses designed to strengthen and expand their knowledge-base in a variety of ways. Middle grades and secondary candidates take graduate courses in the College of Arts and Sciences and the School of Business and Economics. Middle level candidates take a 12 hour core, 15 hours in content, and nine hours in the middle grades specialty, including a three hour product of learning course (portfolio, action research, or thesis). Secondary teacher candidates take a 12 hour core, 21 hours in their specialty area and 3 hours for the product of learning course. The product of learning (POL) provides another measure for the unit to assess candidate content knowledge.

Evidence of content knowledge is illustrated in a variety of assessments such as course assignments, action research projects, product of learning (POL), position papers, case studies, and research articles. Assessment includes evaluating the GPA, transcripts, letters of recommendations, GRE and MAT scores. Candidates are assessed through course work, action research projects, portfolios and field experiences in schools. Graduate candidates must hold a Class A, G, or M license from the state of North Carolina or a comparable license from another state as a requirement for admission to the program. Candidates enrolled in the M.Ed. satisfied PRAXIS II requirements prior to admission to the program. Successful completion of PRAXIS II is a prerequisite for admission to the M.Ed. program.

Each program in the M.Ed. has a course with a major focus on technology. Courses such as ELEM 691 Integrating Technology in the Elementary Classroom, EDUC 616 Teaching and Technology in the Middle and Secondary School, SPED 650 Leadership and Supervision of Exceptional Children Programs, MATH 501 Teaching Math Using Computers, and ENGL 518 Technology in the Language Arts Curriculum emphasize technology. Technology is integrated in coursework throughout the program.

Element 2: Content Knowledge for Other Professional School Personnel

Candidates for other professional school roles have a thorough understanding of the central concepts, tools of inquiry, and structure of their field and apply principles and concepts outlined in professional organizations and state standards. Professional school candidates follow a curriculum which is designed to reflect those standards. The School of Education is concerned with ensuring that all candidates have a strong preparation in content knowledge whether candidates are preparing for initial or advanced teaching or whether they are preparing for roles outside of the traditional classroom setting, such as school administration. The NC Standards Board for Public School Administration developed performance domains for school administrators, principals and superintendents, which address several categories. Knowledge runs through all eleven domains. Domain 2 focuses on learning and Domain 10 addresses continuous improvement. Each domain has indicators for knowledge, skills, and professional perspectives. Many of the professional perspectives call attention to dispositions, which all school administrators should possess.

Candidates in the M.S.A and Ed.D. programs demonstrate their content knowledge through course work, tests, research projects, reflective logs, and technology-assisted presentations. Content knowledge for school administrators is also assessed through the School Leaders Licensure Assessments. A minimum GPA of 2.75 over the bachelor's is required for candidates applying for the Master of School (M.S.A.). Doctoral candidates must have acceptable GRE scores as well. Candidates from other professional school personnel seeking licensure as a school administrator must pass the School Leaders Licensure Assessments. Master of School Administrators and Ed.D. candidates have a 100% pass rates on the licensure tests between 1999 and 2001. The School Leaders Licensure Assessments scores became effective during the 1999-2000 testing periods. School Leaders Licensure Assessments scores can be found in the Exhibit Room.

Candidates complete problem-solving activities as a part of the selection process. Only those candidates meeting the selection criteria are accepted. Other assessments include course work, internships, comprehensive exams, theses, and dissertations.

EDAM 698 Computer Usage for Educational Administrators is a technology-based course. School administrators have an opportunity to extend their computer competencies while exploring new ones.

Element 3: Pedagogical Content Knowledge for Teacher Candidates (*Initial and Continuing Preparation of Teachers*)

Undergraduate

INTASC standards, goals, and objectives in the School of Education offer direction for planning experiences, which provide opportunities for candidates to demonstrate pedagogical content knowledge. Candidates' knowledge, skills, and dispositions are assessed throughout their preparation for becoming teachers. Pedagogical content knowledge for candidates builds on content knowledge and includes focusing on teaching diverse learners. Methods

courses stress using a variety of techniques and examples to meet the diverse learning styles and unique needs of P-12 students. Candidates need strong preparation in content knowledge, but they also need strong preparation in pedagogical content knowledge. Pedagogical content knowledge bridges content knowledge and pedagogy. The School of Education ensures that candidates are well grounded in pedagogical content knowledge and fully understand the best analogies, illustrations, explanations, demonstrations, and examples to use so that their students understand and can learn.

The unit ensures that candidates are well prepared in pedagogical content knowledge by requiring a sequence of courses geared to knowledge of teaching, patterned after guidelines of national learned societies. Elementary majors take approximately nine courses tailored to how to teach a specific subject area at the elementary level. Middle and secondary candidates take courses in pedagogy in their subject matter area.

Candidates have an opportunity to demonstrate their knowledge of "how to" teach, first in the methods courses through simulations, microteaching, and in teaching lessons in courses at the University. Preservice candidates have an opportunity to explain how to teach particular content and demonstrate their knowledge of using multiple strategies in teaching, especially in field experiences in local schools. Both lesson and unit plans allow candidates to plan and implement lessons, reflect on their actions, assess students, and receive feedback from faculty, cooperating teachers, and university supervisors. Candidates include in their lesson plans learning strategies for all learners and reflect on and assess their choices, particularly after analyzing lessons taught.

Pedagogical content knowledge is assessed when candidates relate the content to a particular instructional strategy and that strategy results in learning for all students. Assessment involves evaluating lesson and unit plans, microteaching, PRAXIS II, and teaching during clinical experiences. PRAXIS II is assessed when candidates graduate or complete their program and apply for NC licensure. Candidates receive feedback from cooperating teachers, university supervisors, and faculty. Observations from cooperating teachers, university supervisors, and faculty help assess candidates' readiness for teaching, assess dispositions, and interpersonal skills. All candidates must earn a C or higher in ALL education courses.

Integrating technology is emphasized throughout the basic and advanced programs. Technologies, which are selected, are designed to help enhance student learning and the professional growth of the candidate. Many faculty include technology assignments in course syllabi.

Graduate

Candidates in the M.Ed. programs must demonstrate that they have met the NC New Master's Advanced competencies, the NBPTS standards, and program goals. Pedagogical content knowledge is assessed throughout the program. Three of the NC Master's/Advanced competencies emphasize knowing the content and knowing how to teach the content. Graduate candidates must design and modify instruction based on well articulated theory, philosophy, educational research, best practices, and must seek to implement and evaluate

the best pedagogical practices for their subjects. Graduate candidates take courses which focus on how the subject matter is constructed and organized, and the best methods for teaching their subjects to all students (EDUC 650 Effective Practices for Teaching, Learning, and Collaborative Leadership and EDUC 610 Planning and Implementing Instruction for Diverse Learners). Required core courses specify teaching learners with individual differences (cultural, language, exceptionalities), ways of responding constructively to those students, and teaching practices, which are effective and supported by educational research. The unit strives to ensure that candidates truly command specialized knowledge of how to convey a subject to students.

Advanced master's competencies of the consolidated Master of Education program are assessed through course work, action research projects, case studies, exams, theses, observation, articles, research papers, reflective journals, technology-based teaching, oral presentations, and position papers. Many departments are creating rubrics to score these assessments.

Graduate candidates also demonstrate competencies, which address their understanding of and respect for differences in students' development, exceptionalities, and diversity. Master of Education candidates seek to create a classroom environment in which all learners feel welcome and can be successful. Candidates must maintain GPAs of 3.00 or higher.

Element 4: Professional and Pedagogical Knowledge and Skills for Teacher Candidates (Initial and Continuing Preparation of Teachers)

Standards from INTASC, NCDPI, NCATE, NCTE, NCTM, NAEYC, ACEI, CEC, NMSA, and other learned societies framed the focus for professional education courses and experiences. INTASC and national professional standards have been incorporated into the assessments. Assessments address using a variety of assessments, both formal and informal; using knowledge about human development to plan instruction to meet individual needs and curriculum goals; and assessing our candidates based on their positive impact on student learning. National societies include these assessments as important assessments for candidates to have knowledge of and be able to use.

The unit ensures that candidates take courses in educational foundations and human development to gain knowledge of theory to help them interpret situations and solve problems. A major focus of pedagogical content knowledge is to know the content, and know how to teach the content in multiple ways, drawing on the cultural backgrounds and prior knowledge and experiences of students. In addition to the historical, philosophical, and psychological understandings of schooling and education, professional knowledge includes knowledge about learning, diversity, technology, professional ethics, legal and policy issues, pedagogy, and the roles and responsibilities of the profession of teaching. Our candidates have a strong preparation in theoretical knowledge about learning and human behavior to help them understand the complexity of the classroom and not have to explain classroom events according to commonly held beliefs, common sense or trial- and- error.

Course work concentrating on learning theories and principles of growth and development provides information for our candidates but multiple, sequential field experiences offer an opportunity for candidates to put that knowledge into practice. EDUC 310, Foundations of Education, EDUC 330 Educational Psychology, and EDUC 340 Human Development require 10 hours of field experiences for each course. Prospective candidates complete journals, reflective activities, observe classroom behavior, particularly classroom management procedures. Some course instructors ask candidates to design their own discipline model based on research in classroom management and determine what worked, what did not work, and changes for the discipline plan. Candidates come back to the University and share their experiences, reflect on and assess their instruction. Field experiences also present occasions for candidates to collaborate with local school educators.

Teacher candidates are encouraged to participate in the Student North Carolina Association of Educators, (SNCAE), the Kappa Delta Pi (KDP), Middle Grades Association (departmental organization), the Elementary Education Majors Club, and the Physical Education Majors Club as an extension of their professionalism. Commitment to and participation in these professional activities represent a form of assessment.

Professional knowledge is assessed through course work, feedback from field experiences, GPA, lesson and unit plans, from external sources such as PRAXIS II, the NC Performance-Based Licensure Program, and participation in student professional and university organizations, and service. Middle grades majors present at the Undergraduate Research Conference and at the North Carolina Middle School Association and are assessed on their content and professionalism.

Graduate

At the graduate level, the M.Ed. program includes rigorous academic preparation in the latest research on human development and learning and pedagogical knowledge and skills. Standards from the NBPTS and the NC Master's/Advanced competencies are embedded throughout the program and influence assessment practices. A variety of assessments are utilized throughout the M.Ed. with the major aim of having a positive impact on student learning. The core course, EDUC 641 Advanced Studies in Human Development and Learning Communities, expands the basic level competencies to advanced level competencies in the areas of theory, practice, research and leadership. Master of Education candidates develop a repertoire of pedagogical and professional skills for teaching students in a variety of settings. Graduate candidates write research papers, and use their own classroom settings, in many cases, to expand their knowledge of human development and learning, and to help solve their classroom problems. Classroom course work, action research, and portfolios are evaluated with a certain percentage of the grade for different aspects of the course and assignment.

Element 5: Professional Knowledge and Skills for Other School Personnel

Both the M.S.A. program and the Ed.D. follow guidelines established by the North Carolina Standards Board for Public School Administration. These guidelines are designed to help prepare candidates for their roles as educational leaders. They focus on working with students and their families and communities, and using technology in solving problems. There are 11 performance domains, which candidates must address and all eleven domains contain knowledge, and skills signifying the importance of professional knowledge and skills. Candidates have an opportunity to apply professional knowledge and skills, research findings and relevant information to resolve problems in school settings. Technology is integrated and utilized in course work, school settings, and research.

The internship provides additional opportunities for principals to gain experiences in carrying out similar tasks, which they will encounter in their future jobs. Assignments and assessments are designed to prepare the educational leaders for their roles as school administrators and leaders. Completing the internship Reflective Log activities gives additional insight into their professional knowledge. Educational leadership professional knowledge and skills include, not only professional assistance to students and their families, but also their professional activities with local, state, and national agencies.

Assessments include information from multiple sources such as performance assessments, written exams, portfolios, essay tests, and group projects. Candidates are assessed through course work, GPA, papers, portfolios, and the internship, which requires the interns to address all 11 domains, if appropriate. Regardless, interns must address a minimum of 6 domains. Comprehensive exams, dissertations, and journals provide opportunities to assess professional knowledge and skills.

Element 6: Dispositions for ALL Candidates

The unit was guided by dispositions from the INTASC standards, professional organizations, code of ethics, faculty and students' beliefs about positive attitudes and learning in formulating these dispositions. Unit faculty provide teacher candidates with INTASC standards and discuss the dispositions listed in the standards. Assessing dispositions starts as soon as the candidates enter the program and continues throughout the program. Candidates are made aware that the dispositions in the INTASC standards are dispositions, which effective teachers should develop or refine. Various codes of ethics are presented to teacher candidates for their review. Candidates use dispositions from INTASC standards, codes of ethics, feedback from unit faculty and cooperating teachers to develop and refine appropriate dispositions. Unit faculty conference with teacher candidates who do not demonstrate appropriate dispositions and behavior suitable to the profession. Moreover, the School believes that it is important for teacher candidates to confront their own attitudes or dispositions early on because when individuals become aware of their attitudes, they can often control their behavior better. Since controlling behavior takes time, it is important to start as early as possible.

Dispositions are assessed by a variety of assessments. Dispositions expected of professional educators are assessed in EDUC 211 where candidates write their philosophy of education and complete the Equitable Treatment Checklist. Teacher candidates in elementary education and physical education are interviewed before being admitted to student teaching. Interviews provide insight into their disposition toward teaching, students, and learning. The code of ethics is discussed in EDUC 211 and EDUC 310. Dispositions are assessed during student teaching when candidates receive feedback from the cooperating teacher and the university supervisor. Dispositions are assessed through membership and participation in campus and student organizations (Student North Carolina Association of Educators, SNCAE).

Graduate candidates' dispositions are assessed through attending meetings, reflective journals, observation, seminars, field experiences, projects, theses, commitment (i.e., seeing an assignment completed), curriculum meetings, school board meetings, and parent/teacher conferences. Teacher candidates are helped to confront their attitudes through group discussions, role-play, simulations, position papers, interview, and observation. Candidates have an opportunity to observe faculty demonstrate these dispositions. Dispositions, like technology and diversity, are integrated in course work, and field experiences. Currently, the primary source of assessing dispositions is through observations and feedback from journals, faculty and local school educators. The unit continues to focus on dispositions, especially the most effective means of assessing them.

Faculty in the School of Education believe that knowledgeable, reflective facilitators of learning collaborating in a technological, diverse classroom and society should:

- Keep abreast of new ideas and understandings in the field.
- Believe that all students can learn and learn at high levels.
- Be well grounded in content, pedagogical content, and professional knowledge in their teaching field.
- Create positive learning environments.
- Encourage all students to achieve regardless of the student's ability or diverse circumstance.
- Exhibit caring, respect, and value for all students and their different family structures.
- Appreciate and value human diversity.
- Abide by a code of professional ethics.
- Have a strong desire for professional development

Element 7: Student Learning for Teacher Candidates (*Initial and Continuing Preparation of Teachers*)

Undergraduate

Teacher candidates plan instruction linked to the North Carolina Standard Course of Study, the INTASC standards, and guidelines from professional organizations. Course content focuses on helping candidates to diagnose and monitor student's learning, and to adjust instruction to help all students learn. The unit firmly believes that its teacher candidates should possess the knowledge, skills, and dispositions so that all P-12 students achieve and

achieve at high levels. Furthermore, the School endeavors to ensure that teacher candidates are well prepared to enhance learning in P-12 schools.

Candidates are assessed in the unit on their knowledge of and use of a variety of assessments through course work, projects, and presentations. Methods faculty and professional education faculty include the different types of assessments in their courses and emphasize that teacher candidates should know how to use a variety of formal and informal assessments. Teacher candidates assess student learning and use these assessments in planning student-learning experiences. Preservice candidates must show provisions made for ALL learners-- above average, average, and below average in the lesson plan.

Assessment of candidate's ability to improve P-12 students' learning is a major objective in the unit. The student teaching evaluation addresses the candidates' ability to implement effective instructional strategies. Candidates must plan lessons aligned with INTASC standards and the North Carolina Standard Course of Study. Teacher candidates are to plan, teach, and assess (reflect). A major part of the process is to help candidates interpret and communicate the results.

Assignments designed to support assessment of student learning include projects, units, individual and group assignments. Candidates are assessed throughout the program. Assessment also occurs during student teaching, program completion (exit survey), cooperating teacher's evaluations, and PRAXIS II scores. Assessment of teacher effectiveness can be documented through lesson plans, unit plans, progress reports of their students and feedback from university supervisors, cooperating teachers, faculty, and teacher candidates' reflections. Candidates in READ 320 Teaching Reading in the Content Area, as a part of their field experiences, must assess P-12 students' reading difficulties, prescribe a plan of action for their students, and reflect on their decisions. Unit faculty receive feedback from cooperating teachers concerning the teacher candidate's performance. During student teaching, teacher candidates assess P-12 students, plan instruction based on the assessment, and design activities and experiences based on students' needs.

Beginning spring 2004, student teachers will begin assessing their impact on student learning utilizing the Teacher Work Sample. (See Documentation, Standard 3 Teacher Work Sample, Exhibit Room.) Teacher candidates will develop pre- and post- assessments for their units and will describe any changes made to accommodate all learners, such as learning styles, language, special needs, developmental levels, and culture. Candidates' assessment of any learning gains made by their students would include the following: 1) learning gains, pre- and post-test, assessments in terms of whether students met the objectives or whether the objectives were not met; 2) reflecting on the number of students who met the objective(s) and the number of students who did not meet the objective; 3) reflecting on the gains, if any of the students who failed to meet the objective; and 4) describing what candidates did to help students meet unmet objectives. Candidates can develop a progress chart and graph data of their students showing progress or lack of progress over time. Reflections will also focus on next steps or what prescriptions would candidates recommend for their students. The unit will modify the current Survey of School of Education Graduates and Program Completers to include questions which specifically address impact on student learning. University

supervisors will interview cooperating teachers to determine any positive impact on learning produced by our teacher candidates. Results from this information, and feedback from cooperating teachers, should provide the unit with information regarding candidates impact on learning.

Graduate

Candidates in the M.Ed. program are licensed and receive feedback on their students' performance. Many M.Ed. candidates participate in action research to study a particular student or school situation, write reflections, and do case studies. The product of learning will be modified spring 2003 to include information on graduate candidates' students and their achievement. Follow up surveys and interviews will address graduate teacher candidate's impact on student learning.

Element 8: Student Learning for Other Professional School Personnel

Candidates in the M.S.A. and Ed.D. programs provide support for their impact on student learning through their internships and the Reflective Practice Log, portfolios and dissertations. (See Standard 1 Documentation). School administration and doctoral candidates demonstrate their impact on student learning by creating and maintaining positive learning environments, as appropriate to their professional responsibilities, and that support student learning in educational settings. Professional school personnel take courses and complete assignments, which focus on diversity, school improvement, growth and development, and creating a positive school climate.

The internship includes assessments and experiences addressing the school culture and community. Professional school candidates are assessed based on their ability to respond to the experiences in their internship. Candidates develop school improvement plans, which include strategies to improve student learning. Candidates use technology to collect and analyze the results with emphasis on discerning any evidence of impact on student learning.

Standard 2: Assessment System and Unit Evaluation

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

Element 1: Assessment System

The assessment practices in the School of Education are linked to our conceptual framework (See Documentation, Conceptual Framework, Assessment Linked to Conceptual Framework, Exhibit Room), and to state and national standards. (See Documentation, Conceptual Framework, School of Education's Candidate Proficiencies Aligned with Professional and State Standards, Exhibit Room.) Assessments linked to our conceptual framework and learner outcomes for the unit include traditional assessments and performance-based assessments.

A diverse group of university and local school educators, community leaders, undergraduate and graduate candidates helped craft the Unit Assessment Plan. The Assessment Plan viewed assessment of our teacher candidates in relation to their content and pedagogical knowledge, skills, and dispositions as well as their impact on P-12 student learning; curricular offerings; internal and external assessments; institution and School's mission and goals, as well as national and state guidelines. The Assessment Plan Committee included the University Assessment Plan Committee, university and local school educators, members of the community, and teacher candidates. At the first joint meeting, members focused on a statement of commitment, by the Assessment Plan Committee, and a belief in and support of ongoing, systematic assessment of candidates, faculty, and programs. The next assignment was to determine how we could achieve these measures.

There were two overriding questions, which guided the development of the assessment plan: (1) What should our candidates know and be able to do and how will we know that they can perform the task? And (2) how will we use this information to improve our program? National and professional standards, NCATE standards, state and institutional standards and guidelines were used to determine what we wanted our students to know and be able to do (our learner outcomes). How will we know that our candidates have achieved our learner outcomes? The unit identified the course assessments and performance assessments used in courses and developed various assessments, scoring rubrics, checklists, and utilized formal and informal assessments to provide information regarding candidate performance.

Our conceptual framework serves as the basis for our assessment plan. There are five process drivers or themes, which undergird the plan: reflection, assessment, collaboration, diversity, and technology. Our candidates have opportunities to reflect on their practice from the time they are admitted to teacher education through interviews and a statement of their philosophy of education (undergraduate), and an interview and an essay of professional goals and purposes for seeking the M.S.A. Reflection is a major part of the student teaching portfolio (undergraduate), product of learning (M.Ed.) and dissertation (Ed.D.). Candidates are assessed from entry into the University (GPA, SAT, MAT, GRE), when they are admitted

to the program (PRAXIS I, GPA, MAT), mid-way through the program, and at the point of exiting the program (student teaching, PRAXIS II, product of learning, dissertation, and follow-up surveys). Collaboration is encouraged when candidates participate in internships and workshops in our PDS (undergraduate) in staff development, grant writing, conferences, and research activities (graduate). Diversity and technology are linked through course work and in courses specifically designed for technology and diversity.

The School of Education seeks the best candidates for its programs. Only candidates who have satisfactory GPAs and PRAXIS I scores are considered for admission into the program. Multiple assessment measures, based on national, state, institutional, and unit goals and objectives, are used to make decisions about candidate's progression through the undergraduate and graduate programs. For example, at the undergraduate level, assessments include course assignments, lesson and unit plans, early field experiences, oral presentations, projects, position papers, reflections, observation, debates, interviews, portfolio, and PRAXIS II. Similar assessments are used at the graduate level such as action research, product of learning, position papers, case studies, letters of recommendation, reflective logs, GRE, MAT, course assignments, internships, dissertations, and comprehensives. In addition to having acceptable GPAs and PRAXIS I scores, prospective candidates must possess content and pedagogical content knowledge, skills, and dispositions necessary to interact successfully with P-12 students before being presented for admission to the program. Monitoring of candidates (maintaining requisite GPA, meeting licensure standards, etc.) occurs at entry, before student teaching, and exiting student teaching. The monitoring process continues throughout their tenure in the program and one to three years post-graduation.

The assessment plan describes a broad-based and consolidated group of assessment measures, which will help the unit to monitor teacher and graduate candidate's progression through the undergraduate and graduate program. An important feature of the plan allows the unit to review teacher and graduate candidate's performance, improve programs, and unit operations. Decisions at each progression point, such as entry into and exit from the program, will be determined by a variety of assessment measures which are based on national, state, and institutional standards. The assessment plan builds on the University's assessment requirements and the current procedures used to gather assessment information on teacher candidates (meeting admission and exit requirements, etc.) at both the basic and advanced levels.

Transition Points for Assessing Candidate's Performance

The School of Education, to ensure candidate entry-level quality and exit competency, has instituted transition points at critical junctures as the candidate progresses through the basic and advanced programs. Transition points serve to assess and to monitor our candidates' progression through our program to decide if they should continue, be referred for advising, or be counseled to consider other career options. Data for undergraduate and graduate candidates will be collected at five major transition points for assessing candidate knowledge, skills, and dispositions, and determining if candidates are ready to proceed to the next stage. A copy of the Unit Assessment System (goals, activities, timeline, responsible persons) can be found in the Exhibit Room. The Unit Assessment Plan (timelines,

assessments, methods of evaluation, responsible person, remediation, results of assessments, use of results) can be found in the Appendix C. Table 4 describes the transition points for assessing candidate's performance.

Table 4
TRANSITION POINTS FOR ASSESSING CANDIDATE'S PERFORMANCE

Undergraduate	Graduate
<p>Admission to Teacher Education</p> <p>Cumulative minimum GPA of 2.5 or higher Satisfactory scores on PRAXIS I Completion of University College core & EDUC 211</p> <p>Grade of C or higher earned in all education courses</p>	<p>Admission to Program</p> <p>Earned baccalaureate degree from accredited university Hold NC A, G, M, D level license-M.Ed., M.S.A., Ed.D.</p> <p>Cumulative undergraduate GPA 2.50 (M.Ed.); 2.75 (M.S.A.); minimum undergraduate GPA 3.00 (Ed.D.) Scores on GRE taken within last 5 years (Ed.D.) Scores on MAT or GRE (M.Ed. & M.S.A.) 3 letters of recommendation Personal interview Portfolio of professional growth Writing sample (M.S.A.)</p>
<p>Admission to Student Teaching</p> <p>Cumulative minimum GPA of 2.5 or higher Completed teaching specialty courses</p>	<p>Continuing in the Degree Program</p> <p>Comprehensive (M.S.A.)--2nd semester, 2nd year Product of learning (POL) approved by advisor (portfolio, action research, or thesis-M.Ed.)</p>
<p>Program Completion</p> <p>Grade in student teaching Exit Criteria ratings Student teaching portfolio Follow-up surveys-- candidate, employer Exit interviews</p>	<p>Program Completion</p> <p>M.Ed.-- POL candidates meeting Master/Advanced Competencies Ed.D.--dissertation Follow-up surveys-- candidate, employer</p>
<p>Licensure</p> <p>PRAXIS II</p>	<p>Licensure</p> <p>M.S.A. School Leaders Licensure Assessment</p>
<p>Induction Years</p> <p>Follow-up surveys 1-3 years post program completion</p>	<p>Induction Years</p> <p>Follow-up surveys 1-3 years post program completion</p>

Element 2: Data Collection, Analysis, and Evaluation

The School of Education uses multiple assessments, both internal and external, during a candidate's program and collects data on candidate qualifications, candidate and graduate proficiencies, unit operations, and program quality. The unit collects data from recent graduates, alumni, faculty, and employers to receive the most comprehensive information about our candidates and program to improve the program.

Data that are collected will be systematically compiled, summarized, and analyzed so that the department and unit can make programmatic decisions. These assessments help ensure the quality of a prospective candidate upon entry into the program and the candidate's competency upon exiting the program. The candidate's knowledge is assessed by PRAXIS I and II, course work, portfolios, early field experiences, exit criteria for student teachers, cooperating teachers' and university supervisors' evaluations, and activities carried out in our Professional Development Schools. Graduate candidates are assessed by the MAT, GRE, action research, portfolio, dissertation, course work, projects, and internships.

Assessment information is collected by the unit and the programs within the unit. Unit-wide information, or assessment information that is common across the unit, is collected by the School (admission, entry requirements, PRAXIS I, II, faculty evaluations, post tenure review) while the programs/departments compile data that provide information about teacher and graduate candidates' proficiencies and performances and are more program specific (early field experiences, student teaching, course work, PRAXIS II). The departments and programs will also collect data on conferences with candidates concerning GPA, dispositions, advisement, and remediation practices. These assessment processes are ongoing and continuous and illustrate how assessment is carried out in the unit.

Even though data are gathered at the unit level and program level and viewed by each area for various reasons, it is when all the data come together that the total assessment system can be viewed. When the assessment plan is viewed holistically, it reveals our candidate's performance within the School of Education and within the University. Gathering assessment data on our teacher and graduate candidates begins when they enter the University, continues while they are enrolled at the University, and continues one to three years post program completion. This process allows the unit to engage in ongoing and continuous assessment, which is both formative and summative.

Currently, there is no centralized technology-based data system to monitor program admissions, retentions, progress, internal and external assessments, and follow-up surveys. The dean is meeting with the University Information Technology Services consultants to develop a centralized system to monitor candidates' program progression. (See the Assessment System of Continuous Improvement Scheme, Appendix D.)

Element 3: Use of Data for Program Improvement

The School of Education collects data from internal and external sources such as transition or benchmark data; annual reports; student course evaluations; post-tenure reviews; academic

productivity reviews; GPA; PRAXIS I, II; and sophomore, senior, and alumni surveys. (See Standard 2, Benchmark Data, Exhibit Room.) The data, which are collected, will be used to assess program effectiveness; program assessment will focus on making decisions regarding revising courses, developing new courses, evaluating current procedures, policies, and practices. Results of unit-wide assessments will be disseminated by the dean to the department chairs, and then to the unit faculty, and candidates. The School conducts Education Majors Meetings at the beginning of each semester. Policy changes initiated at the state level or the University level are shared with candidates. Unit faculty and chairs will review the data and determine the next course of action.

The feedback from these assessments are used to improve the program. For example, feedback from PRAXIS I and department discussions resulted in revising the content in EDUC 211 and devising strategies for improving performance on PRAXIS I. PRAXIS 2000 and Beyond Committee was established to study strategies for improving PRAXIS pass rates. A graduate course was designed to help candidates handle conflict (EDUC 626 Applied Strategies for Safe and Peaceable Schools). Data collected from surveys administered by the NC Department of Public Instruction prompted the unit to review the EDUC 210 Computers in Education objectives and to include more questions about technology on the exit and follow-up surveys. Feedback from a focus group and a follow-up survey prompted the University and the School to develop the Birth-Kindergarten proposal. The dean meets with cooperating teachers, principals, and alumni to seek information about the performance of our candidates. As the assessment plan is developed and expanded, the unit should receive additional data regarding their candidate's knowledge, skills, and dispositions and candidate's impact on P-12 student learning.

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 1: Collaboration between Unit and School Partners

Field experiences and clinical practice are sequenced and provide the process by which the elements of our conceptual framework are integrated into all of our programs. (See Documentation, Standard 3, Field Experiences Linked to Conceptual Framework, Exhibit Room.) Teacher candidates are placed in a variety of settings (including settings with diverse P-12 students and faculty, urban and suburban placements, and children with exceptionalities) to promote student learning for ALL P-12 students. Department faculty, veteran teachers and administrators from P-12 schools collaborate in the design, implementation, and assessment of field experiences. Field sites are selected by faculty in the departments or programs, the Office of Teacher Education, and P-12 school personnel. Department faculty consider a site if the school's program and the unit's goals are congruent or if faculty are familiar with a school's program. Sites are also selected to ensure that candidates have opportunities for diverse experiences. Educators in P-12 settings often recommend school sites. Undergraduate placements are coordinated through the Office of Teacher Education.

Undergraduate teacher candidates and graduate candidates, including the M.S.A. and Ed.D. are placed in diverse settings when possible. Schools or sites selected for the internship are decided by the internship advisor, the M.S.A. candidate, and the professional school personnel. Clinical experiences are sequentially integrated within all academic courses in the M.S.A. program. In the Ed.D. semester-long internships, settings are selected based on how well they model sound leadership, administrative practices, and how well the total placement situation can contribute to the overall understanding of effective leadership. Internship placements must be approved by the student's internship supervisor and Director of the Ed.D. program. Candidates in the M.Ed. program participate, along with their advisor and the site supervisor, in the selection of sites for their practica. Many M.Ed. candidates use their classroom settings for the internship because they participate in action research associated with their classroom or school or use their classroom to help solve instructional issues.

Candidates in the M.Ed. program who are preparing for new roles complete longer internships. These internships may include additional competencies or activities, which these candidates need to complete.

Professional Development Schools (PDS)

The School of Education is currently involved in several collaborative activities and has forged successful partnerships among public schools in its service area. The unit has signed educational partnership agreements with seven elementary and three middle schools to establish Professional Development Schools. Essentially, the agreements focus on

developing collaborative relationships and shared governance; integrating technology, telecommunications, and other multimedia technologies into the preparation and professional development of teachers and school administrators. The agreements also specify the criteria for selecting partnership teachers, placement of students, each participant's role and responsibilities, and professional development. These agreements can be updated as needed, but usually are in effect for one academic year. University and local school educators, community leaders, and students participated in developing the partnerships. The unit also maintains articulation agreements with school districts which are not part of the PDS. School districts and the School participate in shared governance and decision-making with respect to specifying the role and responsibilities of all parties, placement, selection of cooperating teachers, evaluation of teacher candidates, and duration of the agreements. Clinical faculty must have a minimum of three years in the assigned role, hold a continuing NC license, have the desire to supervise a teacher candidate, and be recommended by the principal. Cooperating teachers attend an orientation meeting, hosted by the School of Education, regarding the field experiences and the program.

Currently, most of the PDS are located in a very diverse, urban-rural school system. Professional Development School sites have been established for elementary, middle grades, and secondary education majors. Both the elementary and middle grades PDS programs have operated for almost two years, but the secondary PDS program has not been fully implemented.

The elementary education program has evolved into a full Professional Development School model. The department implemented (spring 2001) a semester-long internship for elementary teacher candidates and restructured the methods courses. The semester-long internship strengthens the elementary education curriculum and allows teacher candidates to receive real-life classroom experiences for a longer period of time. Teacher candidates enroll in methods courses as cohorts and participate in on-site instructional activities that link theory and practice. Additionally, there is more teacher candidate, university faculty, and cooperating teacher participation in workshops, conferences, and staff development with the semester-long internship and restructuring of methods courses. Teacher candidates take some courses at the PDS and also assist cooperating teachers as a part of their methods course.

The middle grades program operates two student teaching internships: the 10-week internship and the full semester long internship which continues to evolve and develop. With the semester-long internship, student teachers begin their practicum at the beginning of the semester and report to their assigned schools daily throughout the semester. Student teachers enrolled in the 10-week internship, take block courses for 5 1/2 weeks and then begin their student teaching experiences. Middle grades student teachers also take part in professional development activities with partnership teachers. These seminars are scheduled at times which accommodate the schedules of student teachers who are enrolled in the semester-long and the 10-week program. These seminars are held at the PDS sites. Several middle grades classes have been taught at the PDS. Middle level student teachers have opportunities to interact with partnership faculty and participate in seminars addressing safe and orderly schools, classroom management, crisis intervention strategies, and shadowing. The secondary program currently is following the 10-week student teaching model. Secondary

faculty continue to work with 9-12 faculty in designing a PDS program. The partnership school continues to be involved in all partnership and unit activities. Secondary students participate in seminars, workshops and also are invited to participate in the seminars and activities with middle grades student teachers.

The Master of School Administration, the Master of Education and the Doctor of Educational Leadership candidates participate in professional development seminars and workshops. Candidates in the Ed.D. and M.S.A. programs participate in workshops provided by regional school districts, participate in inter-and-intra-institution seminars, and other activities related to school administration and educational leadership. Master of Education candidates conduct workshops, attend and present at state and national conferences with local school educators and university faculty.

The PATH Program

The Professional Academic Training Highway Program (PATH) is a service and research partnership project between the School of Education and several school districts. The project was initiated by local superintendents who were experiencing a teacher shortage. Many teacher assistants in those school systems wanted to become licensed teachers but were unable to take courses during the day. After several meetings with the Chancellor of the University, the School of Education dean, faculty, superintendents, and public school teachers, the PATH agreement was developed. This program leads to a bachelor's degree in elementary or middle grades education.

The program has 110 elementary education majors and 15 middle grades majors. Middle grades majors were added to the program during the 1999-2000 school year. PATH candidates complete their 10-week internship in their school systems but are usually assigned to schools other than the ones in which they served as teacher assistants. Both the department and the PATH School collaborate in the placement, and selection of teachers. Cooperating teachers evaluate the experiences. The program has produced 35 elementary graduates since 1998 and 5 middle grades teachers for low wealth and low performing counties.

Alternative Licensure Candidates (Lateral Entry)

There is little collaboration between the unit and P-12 educators concerning the placement site. Laterals usually use their school teaching assignment for their internship. University educators and P-12 educators sponsored a Lateral Entry Conference. Laterals are invited to attend the semi-annual Education Majors Meetings and other unit activities.

Element 2: Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

Field experiences are designed for teacher candidates to have an opportunity to explore, in more detail, the elements of our conceptual framework. Our conceptual framework is an integral part of our field experiences and penetrate every facet of our program. (See Documentation, Standard 3 Field Experiences Linked to Conceptual Framework and Student Teaching Exit Criteria Linked to Conceptual Framework, Exhibit Room.)

Practica, from early field experiences to graduate internships, are designed to help candidates develop the knowledge, skills, dispositions, and proficiencies, which are outlined in national, state, professional organizations, and institutional standards and guidelines. Field experiences are sequenced and include a variety of settings from observation (EDUC 211) to full-time student teaching (EDUC 470, 471, 480; SPED 470) for undergraduate teacher candidates. Candidates gradually take on more responsibility as they progress through the program. Each practicum experience, at the undergraduate level, builds on and extends the previous experiences. Preservice candidates participate in observation, tutoring, small group instruction, and finally student teaching. As teacher candidates participate in different field experiences, they have an opportunity to assess instruction and learning, reflect on their instruction and their student's learning, collaborate with their peers, cooperating teacher, and university supervisor regarding the lesson or the next course of action. All candidates take the required professional core course and complete 50 hours of field experiences in those professional education courses. Candidates also complete field experiences in their specialty area courses. On average, candidates complete 70-100 clock hours prior to student teaching, depending on the major.

Graduate Practica

Graduate practica and internships for the M.Ed. use the knowledge of research, human development, teaching and learning in diverse settings to promote P-12 learning. School administrators have opportunities to participate in and observe leadership activities at school sites. A team consisting of the student, faculty advisor, and site supervisor develop the individualized plan. Site supervisors, M.S.A. and Ed.D. interns participate in monthly meetings with interns and M.S.A. and Ed.D. faculty. Candidates in the M.S.A. program complete three semester-long internships and doctoral candidates complete two semester-long internships. Graduate practica are often carried out in the graduate candidate's class setting. Many graduate candidates have site supervisors who mentor, observe, and assess graduate teacher candidates. University faculty also observe and evaluate the field experiences assignments. Candidates in the M.Ed. participate in field experiences in the core courses EDUC 641 Advanced Studies in Human Development and Learning, and EDUC 690 Introduction to Research in Education. Graduate candidates use their classroom setting to solve classroom problems or participate in action research. Educational Leadership candidates complete the Reflective Practice Log. Graduate placements are coordinated by the department, teacher candidates, and the schools. Practica are evaluated by the site supervisor and the university internship supervisor.

Technology is utilized throughout field experiences. Teacher candidates prepare technology-assisted assignments associated with their field experiences. Student teachers prepare a technology portfolio or a technology-based portfolio. Many programs have student teachers submit lessons which were taught utilizing technology.

Master of Education candidates utilize technology in teaching, research, and service. All assignments are technology-based and many require the use of the internet. Technology is integrated throughout. Candidates make class presentations utilizing the "smart classrooms" and other technologies.

Master of School Administration and Ed.D. candidates use technology in a variety of ways. At the administrative level, candidates use technology to facilitate decision making throughout the evaluation process as illustrated in the North Carolina Standards Board for Public School Administration, Performance Domains 7 and 9.

Teachers and administrators who are selected as cooperating teachers and site supervisors are licensed, and have a minimum of three years of experience in their supervisory roles. Principals and other professional school personnel select teachers who are experienced and can supervise and enhance the teacher and graduate candidates' field experiences. Cooperating teachers attend orientation sessions for undergraduate teacher candidates at the University where they are introduced to the unit's teacher preparation program. The Student Teaching Handbook includes the roles and responsibilities of all parties-- the student teacher, the cooperating teacher, and the university supervisor. The Master of Education, the Master of School Administration, and the Doctor of Educational Leadership programs address expectations for field experiences and internships in their handbooks. (See Documentation, Standard 1, Master of Education Handbook, Master of School Administration Handbook, and the Doctorate in Educational Leadership Handbook for Students, Exhibit Room.)

Overview of Undergraduate Field Experiences

Teacher candidates begin early developing the knowledge, skills, and dispositions delineated in state, professional and institutional standards. The School of Education believes that in order for teacher candidates to become knowledgeable, reflective facilitators of learning who assess instruction and collaborate in a technological, diverse classroom and society, they must have early exposure to the school environment. Early field experiences are planned in the introductory and intermediate education courses and culminate in student teaching. All teacher candidates, seeking initial licensure, participate in early field experiences (professional education courses) and field experiences in their specialty area. All early field experiences candidates are placed in a variety of settings, both rural, urban, and suburban, with diverse populations, including exceptionalities. Teacher candidates begin their early field experiences by progressing from focusing primarily on the school environment, observation, tutoring, small groups, to whole groups, and student teaching. Each progression includes provisions for teacher candidates to reflect on their practice.

All early field experiences are evaluated by the cooperating teacher and the university supervisor. The early field experiences courses EDUC 211 Laboratory Experiences in Area

Schools, EDUC 310 Foundations of Education, EDUC 330 Educational Psychology, and EDUC 340 Human Development are required for all candidates seeking initial licensure. EDUC 211 Laboratory Experiences in Area Schools is designed for teacher candidates to have experiences in the area of their licensure and to help candidates determine if this is the grade level or subject they would like to teach. Teacher candidates complete 20 hours in the schools, 30 hours in the PRAXIS Learning Plus auto-tutorials, and a journal or reflective paper. Candidates observe teacher-student interaction, individual student's group participation, and culturally diverse and exceptional student group participation. Both the cooperating teacher and the university supervisor evaluate the experience.

EDUC 310 Foundations of Education is a junior level course in which teacher candidates complete 10 clock hours in local schools. Students participate in activities such as interviewing the teacher/and or principal about their roles in the school setting; exploring the historical development of schools and schooling; charting the administrative organization of the school system; and observing cultural diversity and exceptionality in the classroom. EDUC 310 teacher candidates also tutor individuals or work with small groups.

A strong emphasis is placed on instruction, teaching, and design in EDUC 330 Educational Psychology. Field experiences for EDUC 330 include 10 clock hours in which teacher candidates observe the teacher teaching a lesson, record specific teacher behavior, prepare a lesson plan, teach lessons to small or whole groups and to diverse and exceptional students. Candidates write reflections about their experiences and share them with class members.

EDUC 340 Human Growth and Development requires 10 clock hours in the public schools. Teacher candidates observe a class and categorize students with respect to their growth patterns and design specific learning objectives for the students. Candidates interact individually or in small groups with students.

Elementary education teacher candidates complete additional field experiences associated with their methods courses. EDUC 351 Teaching Language Arts in the Elementary School, EDUC 453 Teaching Math in the Elementary School and EDUC 454 Teaching Science in the Elementary School are field experiences which consist of 10 clock hours. Elementary teacher candidates tutor, work with small/whole groups, and conduct experiments with students. Attention is placed on developmentally appropriate experiences and culturally responsive teaching. Elementary majors also participate in the field experiences in SPED 320 Education of the Exceptional Child and receive 10 clock hours for the experience.

There are three field experiences, 10 clock hours each, which are associated with the middle grades. EDUC 461 Teaching Language Arts in the Middle Grades provides candidates opportunities to observe, plan, and teach language arts lessons to small groups in a 6-8 language arts class. Candidates prepare daily lesson plans and unit plans for their field experiences in EDUC 462 Teaching Social Studies in the Middle Grades. In EDUC 463 Teaching Science in the Middle Grades, teacher candidates prepare science experiments for the practicum, reflect on the experiments and turn in their reflections. Cooperating teachers evaluate the experiments and provide feedback to the university supervisor. Middle grades

majors also participate in field experiences associated with READ 320 Teaching Reading in the Content Areas and SPED 320 Education of the Exceptional Child.

The required courses for secondary field experiences are READ 320 Teaching Reading in the Content Areas and EDUC 460, a generic prefix for all secondary methods courses. In READ 320, teacher candidates tutor, participate in undergraduate research, and write reflections about the experience based on their literacy field experience. Secondary candidates in EDUC 460 complete 10 hours of observing, tutoring, planning, and presenting lessons to individuals and small groups.

Special subjects teacher candidates (K-12) in physical education, health education, and music education complete 10 hours in either an elementary, middle, or secondary setting. In physical education, teacher candidates complete 25 clock hours in PEED 411 Organization and Administration of Physical Education and HEED 431 Adapted Physical Education. Candidates participate in hands on experiences and exhibit a variety of teacher behaviors with pupils. HEED 401 School Health Programs and HEED 410 Introduction to Epidemiology include observation, interaction, and the case study approach. Candidates complete 20 hours in both practica. Music 441 Methods and Materials-Elementary requires candidates to complete 90 clock hours of writing lesson plans, tutoring, and interacting with exceptional learners.

Including early field experiences and student teaching, teacher candidates in elementary education could complete approximately 562 clock hours; middle grades, 451 (10-week); secondary, 425; physical education 495; health education 485; and music 433.

Element 3: Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions to Help All Students Learn

Candidates admitted to teacher education must have acceptable scores on PRAXIS I. For admission to student teaching, candidates must maintain a 2.5 GPA and to meet the Student Teaching Exit Criteria standards, teacher candidates must achieve an average or above average rating. Teacher candidates must meet these requirements before they can proceed (2.50 minimum GPA, PRAXIS I). Graduate practica candidates complete portfolios with specific tasks to accomplish. Faculty use a checklist and portfolio to assess the M.S.A. graduate candidates. Graduate candidates must maintain satisfactory GPAs and demonstrate appropriate dispositions, complete course work and other assessments. External tests (PRAXIS II, Miller Analogies Test (MAT, GRE) are satisfied as a prerequisite for admission to the program. Candidates must complete portfolios, action research, or reflective logs.

The knowledge, skills, and dispositions of teacher candidates, both undergraduate and graduate, are assessed by faculty through course work, assignments, and projects associated with field experiences. University faculty have an opportunity to identify any gaps in knowledge, skills, or dispositions during interactions in classes and in their evaluation of work, especially in the early field experiences. Cooperating teachers and university supervisors assess student teachers and determine if the student teacher's performance was at the target level, acceptable, or below level and also determine if the student teacher should be

recommended for teacher licensure. The Student Teaching Exit Criteria Evaluation is the instrument used to assess the candidate's performance. Teacher candidates are measured against the goals and objectives of the unit, which are aligned with INTASC, and learned societies standards. The Student Teaching Handbook details policies, procedures, and requirements regarding student teaching.

University faculty and P-12 teachers collaborate to design, implement, and assess field experiences. Both formative and summative assessment data provide opportunities for teacher and graduate candidates to demonstrate their knowledge, skills, and dispositions. Candidate's initial assessments in the introductory course help departments and programs make decisions regarding the candidate's potential for success as a teacher. Assessment of candidates continues throughout all field experiences, both undergraduate and graduate. Student teachers submit portfolios which illustrate their skill in developing and implementing lessons, assessing their instruction, reflecting on their instruction, and collaborating with other teachers and/or peers to promote student learning. Student teachers have opportunities to reflect on their practice, especially during conferences with university supervisors or cooperating teachers. Teacher candidates receive feedback from the cooperating teacher and university supervisor. Student teachers complete assignments, which require writing reflections.

Assessment of field experiences is continuous. Student teachers are assessed by University faculty and P-12 teachers. These assessments are channeled to the departments, which make decisions regarding program improvements. All program completers, including student teachers, receive follow-up surveys as another method of assessing candidates' progress.

Candidates, at both the undergraduate and graduate levels, have opportunities to work with diverse and exceptional student populations. Most of our candidates are assigned to Cumberland County which is one of the most diverse counties in the state. Candidates have opportunities to interact with diverse and exceptional students.

Field experiences are required for all candidates pursuing a master's degree. Master of Education candidates complete action research, participate in problem solving activities, case studies, assessment, and advanced research. Some internships require longer hours. Candidates preparing for a new role may have more field experiences and may complete more hours.

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.

The School of Education is committed to recruiting and maintaining a diverse faculty and diverse teacher candidates. The unit provides curricular experiences such as courses focusing on diversity (diversity-based courses), diversity content infused in courses, and through extra-curricular experiences with diversity. For example, the University makes available diverse experiences such as service learning activities, activities sponsored by program organizations and clubs, university workshops, and colloquia. The School is currently developing a diversity statement which seeks to promote the value of diverse people and cultures and to help all individuals develop and succeed academically.

Element 1: Design, Implementation, and Evaluation of Curriculum and Experiences

The design, implementation, and evaluation of curriculum and experiences concerning diversity focus on the knowledge, skills, and dispositions undergraduate and graduate candidates need in order to practice culturally responsive teaching. The School of Education endeavors to produce knowledgeable, reflective facilitators of learning who will function in a technologically, diverse classroom, will understand, and appreciate diverse students and their families. The unit seeks to provide its candidates with diverse experiences, course work, and interaction with diverse faculty, students, and peers to meet the needs of our ever-increasing diverse nation.

Diversity has been integrated throughout the undergraduate and graduate programs in course work and field experiences. Candidates, through course work and field experiences, are able to develop the knowledge, skills, and dispositions which are necessary to help them understand the influence of culture on learning and be prepared to help ALL children learn. Through course work and field experiences, candidates have the opportunity to encounter diverse students and teachers.

Diversity is infused in courses and in course content throughout the unit. EDUC 211 Laboratory Experiences in Area Schools, a required course, is one of the first education courses. Prior to going out to the schools, candidates in some EDUC 211 classes complete a Cultural Diversity Profile. The purpose of the profile is to help teacher candidates enrolled in early field experiences courses assess their beliefs and feelings about diverse learners and experiences. The survey focuses on candidates' experiences working with diverse faculty, students, and teacher candidates; volunteering or interacting in schools different from the ones candidates attended; broadening their understanding of societal and cultural differences; and valuing students from diverse linguistic, ethnic, and religious backgrounds.

EDUC 310 Foundations of Education, a required professional education course, addresses student diversity, racial, ethnic and cultural diversity, diverse needs and abilities. The course

also focuses on how schools and teachers respond to diversity, and how the impact of past policies in education affected education, and especially minorities. SPED 320 Education of the Exceptional Child is a required course for elementary and middle grades candidates. The course surveys the inter- and intra-individual differences of exceptional children. Emphasis is placed on the impact of educational and psychological handicaps and needs of exceptional children. Disability services and laws are stressed as well. EDUC 330 Educational Psychology introduces candidates to different learning styles and EDUC 340 Human Development touches on developmental levels and developmentally appropriate learning. Teacher candidates are exposed to African American writers and literature in ENGL 301 Adolescent Literature.

To develop sensitivity to diversity, teacher candidates complete field experiences in local schools. Each course requires 10 hours of field experiences. Candidates have an opportunity to interact with diverse students, faculty, and families. Teacher candidates observe and interact with diverse students. Assignments for candidates include research papers, portfolios, oral presentations, and group discussions with class members back at the University. Student teachers include evidence of working with diverse learners in lesson plans and portfolios, and describe how they provided for exceptionalities.

Student teachers, during the Professional Education Seminar, discuss diversity in their classrooms. Teacher candidates reflect on their methods of teaching diverse students, and provide suggestions for teaching, selecting materials, and assessing P-12 students.

An alternative school designed for middle school students who need guidance in managing their anger and assistance with school work is located near the University. Middle and secondary school majors complete field experiences at this alternative school. Elementary, middle, and secondary teacher candidates also complete field experiences at alternative schools designed for special needs students.

There are other activities addressing diversity supported by P-12 schools and the University. Our Professional Development Schools sponsor staff development on teaching diverse learners. University educators serve on the school system's Closing the Achievement Gap Committee and collaborate with P-12 educators to help improve P-12 learning for diverse students. The unit sponsors the National Scholars Conference and diversity has been an important topic of several of the conferences. Both the Multicultural Club in the School of Education and the International Club, a university-wide organization, sponsor cultural activities designed to promote cultural understanding and appreciation.

The unit offers specific diversity-based courses for undergraduate and graduate candidates. There is no required course at the undergraduate level designed solely to focus on diversity. Undergraduate programs at public institutions in North Carolina cannot exceed 128 credit hours as a requirement for completion of the degree. An additional requirement for public institutions is that all elementary, middle grades, health, physical education, business, and marketing education majors must complete a second academic concentration for the B.S. degree. In order to accommodate the 128 hour cap, the unit had to reduce and collapse course hours. No required courses have been added at the undergraduate level. EDUC 311

Foundations of Multicultural Education and Diversity was added to the course inventory as an elective because the faculty, and students, realized the need for the course. There are required courses in diversity for the M.Ed., M.S.A, and the Ed.D. programs.

EDUC 311, an undergraduate course, explores the historical development of multicultural education. Definitions of multicultural education and diversity, intercultural conflicts from philosophical cultural differences, and principles guiding multicultural education are explored.

At the graduate level, M.Ed. candidates extend their knowledge of diversity and are guided by the NC New Master's/ Advanced competencies, the NBPTS, and professional organizations. Candidates in the M.S.A. and Ed.D. programs respond to the diversity standards in the NC Standards Boards Performance Domains for the School Administrators. Graduate candidates complete portfolios, action research, case studies, position papers, and technology-assisted presentations to meet department goals. All graduate programs, M.Ed., M.S.A., and Ed.D., have a required course pertaining to diversity.

Many candidates are assigned to Cumberland County for their field experiences, the county in which the University is located. During the 2000-2001 school year, the Cumberland County Schools had 24,459 elementary, 12,039 middle, and 14,481 secondary students. Teacher and graduate candidates have an opportunity to experience diverse populations. Table 5 shows the ethnic distribution of students in the school system.

Table 5
ETHNIC DISTRIBUTION
Cumberland County Schools
2000-2001

ETHNICITY	TOTAL	PERCENTAGE
American Indian	907	1.78%
Asian	831	1.63%
Hispanic	2,702	5.30%
African American	23, 588	46.27%
White	21, 825	42.81%
Other	1,126	2.21%
Total	50,979	

Data Source: www.ccs.k12.nc.us/communications/facts-&-figures.htm

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Candidates are also placed in rural settings, low-wealth schools, and classical schools. Having field experiences in a variety of settings helps candidates assess and reflect on the experiences. Faculty and P-12 teachers continue collaborating on the best placement experiences for candidates.

The unit is developing methods to ensure that programs identify proficiencies related to diversity in their departments, which are based on state and national standards. Candidates will be assessed by these standards. The goal is to collect assessment data from faculty (from research papers, follow-up surveys, evaluations, case studies, journals, reflections, oral

presentations, and portfolios), relate the assessment to standards, learner outcomes, and unit goals. Data from follow-up surveys, evaluations, portfolios, observations, and case studies will be collected at the department level, analyzed, and summarized. The unit will review data from the department and aggregate all data for the unit. Program and unit level improvements will be made.

Feedback from candidates, university and P-12 educators has provided the unit with information, which helps the unit to make programmatic changes and recommendations. The Cultural Diversity Profile Survey provides information to the unit relative to the candidate's prior experiences with diverse faculty, schools, students, and peers. Teacher candidate portfolios, reflections, lesson plans, Reflective Logs, product of learning, comprehensive exams, projects, action research provide information to the unit concerning our candidate's experiences working with diverse students and their ability to help all P-12 students learn.

Element 2: Experiences Working with Diverse Faculty

The University and the School of Education are committed to hiring and maintaining a diverse faculty and student body. The institution actively seeks to recruit and retain diverse faculty. Minority and diverse staff are employed at the University. Table 6 displays the ethnic distribution of faculty at the University.

**Table 6
ETHNIC DISTRIBUTION OF FACULTY
FAYETTEVILLE STATE UNIVERSITY**

FACULTY (full time)	FALL 2000	SPRING 2001	TOTAL
African Americans	115	115	115
American Indians	1	1	1
Hispanic	3	3	3
White	60	60	60
Other	27	27	27
TOTALS	206	206	206

Data Source: Institutional Research, Fayetteville State University

Students have an opportunity to interact with diverse faculty and staff at the University and in the School of Education. Faculty ethnicity in the School of Education is displayed in Table 7.

Table 7
ETHNIC DISTRIBUTION OF FACULTY
SCHOOL OF EDUCATION

FACULTY (full time)	FALL 2000	SPRING 2001	TOTAL
African American	36	36	36
American Indian	1	1	1
Hispanic	0	0	0
White	6	6	6
Other	1	1	1
TOTALS	44	44	44

Data Source: Institutional Research, Fayetteville State University

Diverse faculty from the College of Arts and Sciences and the School of Business and Economics, and local schools collaborate with faculty in the School of Education. They teach cross-disciplinary courses to the School of Education's candidates, serve on dissertation and thesis committees. Candidates also have an opportunity to work with diverse P-12 faculty. Unit faculty are knowledgeable and experienced in working with diverse candidates, exceptional students, and P-12 students.

The majority of student teachers are assigned to schools, which are racially and ethnically mixed. The University is located in one of the most racially mixed schools and communities in the state. Candidates have opportunities to work with teachers, administrators, students and other professionals in a variety of settings. The unit will begin reviewing the placements of our teacher candidates with respect to the racial and ethnic classification of the cooperating teacher, the teacher candidates, and the P-12 students in the spring 2003. Data from the racial composition of students and teachers will provide additional information regarding experiences of our candidates working with diverse faculty. A similar procedure will be developed to document collaboration within the University as well.

Element 3: Experiences Working with Diverse Candidates

The School of Education seeks to recruit all candidates who meet the University's requirements, including diverse candidates. University educators recruit at high schools and at job fairs. The racial makeup of the University, School of Education, and the community provides opportunities for teacher candidates to interact with diverse teacher candidates. Teacher candidates can participate in activities with diverse candidates(including candidates with physical disabilities), given the ethnic and racial distribution of the faculty at the University and P-12 faculty and students in local schools.

Teacher candidates work together through course work, projects, membership in organizations, and extra curricular activities. Table 8 illustrates students by ethnicity at the University. Table 9 describes the ethnic distribution of candidates in the School of Education.

Table 8
ETHNIC DISTRIBUTION OF STUDENTS
FAYETTEVILLE STATE UNIVERSITY

STUDENTS	FALL 2000	SPRING 2001
African Americans	3,075	2989
American Indians	40	41
Hispanics	138	144
White	814	800
Other	66	58
TOTALS	4, 133	4, 032

Data Source: Institutional Research, Fayetteville State University

Table 9
ETHNIC DISTRIBUTION OF STUDENTS
SCHOOL OF EDUCATION

STUDENTS	FALL 2000	SPRING 2001
African American	574	567
American Indian	18	14
Hispanic	29	41
White	299	279
Other	6	5
TOTAL	926	906

Data Source: Institutional Research, Fayetteville State University

Element 4: Experiences Working with Diverse Students in P-12 Schools

The unit continues to review placement sites to evaluate the quality of the field experiences with respect to diversity, and the kinds of experiences and interactions with P-12 students, teachers, and personnel. Field experiences sites include rural, urban, low-performing schools, high achieving schools, and alternative schools. The variety of settings offer candidates an opportunity to experience the knowledge, skills, and dispositions which are necessary to help P-12 students achieve, especially diverse learners. Course work and field experiences allow teacher candidates to put theory into practice. Candidates practice culturally responsive teaching, use developmentally appropriate materials, and address P-12 students' learning styles. The majority of our teacher candidates are placed in settings which have diverse students. Reflecting on their experiences working with diverse candidates is expressed in class discussions, student teaching portfolios, Cultural Diversity Profiles, and other assignments.

Our Professional Development Schools at the elementary and middle school levels have diverse students ranging from academically talented to learning disabled, and physically handicapped students. Candidates also work with students in rural communities. The unit will begin collecting data on placement of student teachers with diverse students and faculty

spring 2003. Candidates who complete early field experiences have opportunities to be assigned to several classrooms and settings, which contain diverse students.

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.

Element 1: Qualified Faculty

The School of Education hires the most qualified faculty for teaching. Unit faculty have a thorough understanding of the content they teach and are well prepared to teach their content. All full-time tenured and tenure-track faculty have the terminal degree, teaching experiences, expertise, and scholarship that are appropriate to their assigned roles. There are approximately 36 full-time faculty members. Faculty who hold the rank of lecturer usually have a part-time faculty load or have other non-teaching assignments in the School of Education. (See Documentation, Standard 5, Faculty Qualifications, Exhibit Room.) Unit faculty, gender and rank are described in Table 10.

**Table 10
SCHOOL OF EDUCATION
FACULTY QUALIFICATIONS: RANK AND GENDER**

Faculty Rank	Male	Female	Totals
Professor	6	6	12
Associate Professor	3	7	10
Assistant Professor	5	4	9
Lecturer	4	1	5
Totals	18	18	36

Data Source: Institutional Research, Fayetteville State University

All faculty, full-time and part-time, who teach methods courses or supervise teacher candidates or interns must hold the NC Class A, M, or DG licensure in their area of methods or supervisory assignment. The unit has on file a list of faculty who hold NC licensure and their area of licensure. This information is available to the Licensure Section, NC Department of Instruction. Approximately 70% of full-time faculty also hold graduate faculty membership. Graduate faculty membership requires on-going scholarly publications and excellent teaching. (See Documentation, Standard 5, Faculty Qualifications: Graduate Faculty, Exhibit Room.) Student course evaluations indicate that the average scores of faculty in the School of Education are higher than scores in other academic units. Faculty, through our PDS and early field experiences, are actively involved in the professional development activities and keep current with P-12 teaching and learning.

School faculty who supervise teacher candidates hold a valid NC teaching license, have a minimum of three years of teaching in the teacher candidate's assigned teaching area, and have been recommended by the principal as an effective teacher. School faculty are also selected as cooperating teachers because of their commitment to mentoring and supporting student teachers.

Approximately 80% of the faculty have had P-12 teaching experience. Unit faculty and P-12 faculty collaborate on professional development activities such as classroom management, best teaching practices, grant writing, and consulting. Other collaborative initiatives for faculty include conducting workshops, serving as judges for contests, serving on school improvement teams, involvement in national and state professional organizations, and training for the Performance-Based Licensure Program. In addition to P-12 activities, faculty teach courses at the University, serve on university-wide committees, and participate in research and other scholarly activities.

Element 2: Modeling Best Professional Practices in Teaching

Faculty have a thorough understanding of the content they teach as evidenced by their credentials, scholarship, teaching effectiveness, student course evaluations, teaching honors, and scholarly activities. The unit's conceptual framework is reflected in our teaching in a number of ways. The unit seeks to produce knowledgeable, reflective facilitators of learning who will assess and collaborate in a technological, diverse classroom and society. Course syllabi reflect the elements of our conceptual framework (reflection, assessment, collaboration, diversity, technology) and the activities which will be assigned to candidates. Faculty assess candidates, reflect on their assessment, collaborate with colleagues to improve instruction, while keeping the unique needs of all of their candidates in mind. Faculty are aligning course objectives with national, state, professional organizations, and institutional standards and guidelines. Technology and diversity are integrated throughout the program. (See Assessment System Linked to Conceptual Framework, and Standard 3 Field Experiences Linked to Conceptual Framework.)

Faculty use a variety of instructional strategies (demonstration, project-centered instruction, debate, collaborative learning, multimedia, role play, questioning, interviewing) to meet the diverse needs of their candidates. Course syllabi include a section for faculty to list the variety of teaching strategies used in their courses. Graduate faculty also employ creative, scholarly, and innovative teaching practices and include their strategies in their syllabi. Copies of course syllabi are in the Exhibit Room.

Unit courses, graduate and undergraduate, include reflection, focus on diversity, and technology. Assignments for teacher candidates support their use of reflection, diversity, and technology. Reflection, meeting diverse needs of all students, and technology integration are addressed in the courses. Faculty members model best teaching practices and continue to improve their teaching, service, and research. The teaching staff in the School of Education has always been at the forefront of innovative and creative teaching. Many faculty participate in conferences and publish articles focusing on teaching and learning. Several of the teaching

strategies presented at workshops, conferences, and in their publications, often become part of their teaching repertoire. Also, the performance of our teacher candidates in the NC Performance-Based Licensure Program during their first three years has been exemplary and attests to faculty modeling best practices.

Another example of modeling best professional practices is demonstrated by faculty in the School of Education who were the recipients of several teaching awards. In 1989, the Chancellor initiated the Teacher of the Year Award, which included a monetary stipend to recognize excellence in teaching at the University. Since 1995, monetary stipends have been attached to the awards at the department, school and college level. Of the 12 Teacher of the Year Awards which were given, faculty in the School of Education were the recipients of seven of the awards. The Teacher of the Year Award represents excellence in teaching at the University. Teaching excellence is central to the award and faculty who are nominated for the award submit course syllabi, a video of their teaching, and other relevant innovative teaching materials to support their qualifications. The Board of Governor's Award for Excellence in Teaching, which includes a monetary stipend, is given by the Office of the President of the UNC System. A faculty member is nominated from each of the 16 constituent universities based on teaching, research, and service. Three faculty members in the School of Education have received the Board of Governor's award.

Faculty assess candidate performance through course work and field experiences and assess their teaching effectiveness through reflection, self-analysis of teaching performance, and candidate performance in P-12 settings. There is an increase in the use of portfolios, journaling, and reflections as assessment tools. Program assessment plans support the faculty's commitment to continuous assessment of candidate performance and that faculty systematically assess candidate performance. Faculty also assess current courses, their delivery system, develop new courses, and revise current courses to improve their teaching. Student course evaluations, completed at the end of each semester for each course taught by faculty, and Comprehensive Faculty Evaluations also support exemplary teaching practices and serve to help faculty assess their teaching effectiveness. (See Documentation, Standard 5 Summary of Student Course Evaluations for School of Education 2000-2001.)

There are several other activities, which support modeling best professional practices in technology. Both undergraduate and graduate candidates use technology-assisted assignments, research projects, e-mail, and "smart classroom" presentations. Since 1995, the unit has had a Technology Technical Training Coordinator, assigned solely to the School of Education, to assist faculty with their instructional needs. Additionally, a Computing Consultant from the University's Information Technology Services has been assigned to the School of Education to provide both instructional and technical assistance to faculty and staff. During the fall of 2001, the University's Teaching and Learning Center was established to provide additional technological support to faculty. Also, faculty take advantage of the numerous technology workshops given at the University to improve their teaching practice.

Element 3: Modeling Best Professional Practices in Scholarship

A part of the three tenets of the professorate include teaching, research, and service. Faculty in the unit engage in a variety of professional practices in scholarship. Conducting research, writing grants, publishing articles help faculty examine teaching practices, and improve teaching and learning. Most faculty make presentations at local, state, and national conferences as a part of the comprehensive evaluation, and faculty also belong to national organizations. Several faculty serve on editorial boards for state and national journals and many hold offices in professional organizations. A list of faculty publications is presented in Table 11. The Annual Reports list the distribution of scholarly contributions and grants received by faculty.

Table 11
FACULTY PUBLICATIONS

Publications	1997	1998	1999	2000	2001	Totals
Journal Articles	4	3	18	7	3	35
Monographs						
Technical Reports		2	2	4	2	10
Critical Reviews		3	2	2	2	9
Proceedings						
Book Chapters	3	2	1	10	1	17
Books					1	1
Total	7	10	23	23	9	72

Data Source: School of Education, College of Arts and Sciences, School of Business and Economics

Table 12 illustrates the number of faculty presentations from 1997 through 2001.

Table 12
FACULTY PRESENTATIONS

Conferences	1997	1998	1999	2000	2001	Total
National	6	8	8	9	9	40
Regional	7	1	2	3	2	15
State	12	14	19	15	10	70
Local	30	35	40	40	20	165
Total	55	58	69	67	41	290

Data Source: School of Education, College of Arts and Sciences, and School of Business and Economics

Unit faculty also chair and serve on dissertation committees as a part of their scholarly activities. Many faculty chair dissertations in their areas of expertise, and assess candidates' action research projects, adding to their knowledge base.

Grant submissions have increased in the School over the last several years. Faculty in the School have received several grants, which focused on teaching and the knowledge of teaching. A list of the grants received in the School of Education can be found in the Exhibit Room. (See Documentation, Introduction, Exhibit Room).

Element 4: Modeling Best Professional Practices in Service

Faculty in the School of Education have participated in professional activities at the local, state, and national level. Unit faculty also provide services for the unit and the University.

Table 13 displays the committee membership of faculty in the School.

**Table 13
FACULTY COMMITTEE MEMBERSHIP**

Memberships	1997	1998	1999	2000	2001
School	52	45	54	55	54
University	40	45	60	50	54
Prof Organ National	40	34	30	31	33
Prof Organ State	43	28	30	29	26
Other	20	15	15	15	14
Total	195	167	189	180	181

Data Source: School of Education, College of Arts and Sciences, School of Business and Economics

Services provided to P-12 school faculty include serving on P-12 school committees, serving as consultants, judging contests, conducting workshops, participating in grant writing, and curriculum alignment. The Office of Public School Services reports faculty participation in P-12 schools. Faculty participate in the NC Performance-Based Licensure program and professional development activities at P-12 schools. (See Documentation, Standard 5, Public School Service, Exhibit Room.) Table 14 shows the professional activities of faculty.

Table 14
PROFESSIONAL ACTIVITIES OF FACULTY
1998-2001

	School	University	Local	State	National	Total
Workshops	60	60	61	26	40	247
Consultations	50	11	44	26	10	141
Membership in Prof Organ	6	10	5	26	70	117
Officer in Prof Organ	2	2	0	0	0	4
Publishing Activities	4	7	1	0	22	34
Grant Reader	2	0	0	2	14	16
PDS Activities	30	70	35	15	5	155
Chair National Conference		1	1			2
Boards or Committees	20	85	6	20	15	146

Data Source: School of Education, College of Arts and Sciences, School of Business and Economics

Element 5: Collaboration

Faculty in the School of Education have a long history of collaboration with other units at the University (Arts and Sciences and Business and Economics), and especially P-12 schools. Collaborating with other units at the University and with P-12 educators has helped the School review its programs and improve our entire undergraduate and graduate programs. The College of Arts and Sciences and the School of Business and Economics joined in with the School of Education to develop three major undertakings in the School of Education--the University/School Teacher Education Partnership (USTEP), the New Master's Advanced Degree, and the PRAXIS 2000 and Beyond Initiative. Faculty in the School of Education have been recognized for its faculty involvement in local schools and have accumulated countless hours since the Office of School Services was enacted in 1991 by HB 131. (See Public School Services, Exhibit Room.) During the 1996-97 school year, faculty in the School of Education provided 324 services for 202 schools from fourteen public school districts. Additionally, 128 faculty contacts reached 24, 219 students through services that included workshops, clinics, and tutoring. The USTEP agreement, established in 1997, between the School of Education and local schools included simultaneous renewal of the University's professional education programs, development of public school programs, and improvement of student learning. The New Master's Advanced Degree (implemented 2000) is designed for licensed teachers who desire to improve their teaching, research, professional development, and student learning. Local educators helped craft the proposal. PRAXIS 2000 and Beyond is an on-going collaborative initiative involving the School of Education, the College of Arts and Sciences, the School of Business and Economics, and local

educators. Its goal is aimed at improving the first time pass rates of teacher candidates on the PRAXIS tests.

The School of Education and the Fayetteville Technical Community College collaborated on two articulation agreements designed to assist FTCC students in enrolling in the School. The Department of Elementary Education and FTCC formulated articulation agreements for FTCC students desiring to major in elementary education. A similar agreement was established between the Department of Elementary Education and FTCC concerning the proposed Birth-Kindergarten program. Fayetteville Technical Community College provided guidance in developing the Birth-Kindergarten proposal. The Reading Recovery Project is a collaboration between Harnett County Schools and the Department of Elementary Education. Candidates take courses at FSU and the school system provides the training.

The unit has also collaborated with the Cumberland County Schools in sponsoring the National Scholars Conference (formerly the Education Forum) which focused on bringing national leaders in the field of education to the University and the community. The Education Forum began in 1986 and continued until 2001 when its name, not its primary focus, was changed to the National Scholars Conference.

Faculty in the School of Education have collaborated with the University's Math and Science Education Center. Unit faculty have been involved in technology training and in improving the teaching of math and science in their specialized field.

The HMCUC (Historically Minority Colleges and Universities Consortium) Closing the Achievement Gap Grant is a collaborative grant funded by the Juvenile Justice Department. The goal of the grant is to improve the achievement of minority students, particularly those who do not pass the state mandated tests. The project is governed by a Task Force comprised of community, faith-based, and local educators. Faculty in the School of Education are ex officio members of the Task Force.

Element 6: Unit Evaluation of Professional Education Faculty Performance

The University conducts annual evaluations of the performance of all faculty members consistent with policies governing the Comprehensive Faculty Evaluation. 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. Each faculty member is provided statements of all criteria against which his or her performance will be measured. Newly hired faculty are mentored and allowed a systematic format for progressing from first year, second year, and third year until they are eligible for tenure and promotion. The procedures, at each rank and the requirements for obtaining that rank or status, are outlined in the Faculty Handbook. Each year faculty development plans are submitted. Annual faculty reviews serve several purposes, including decisions about merit, reappointment, tenure, and promotion. The reviews also serve to indicate whether faculty improvement plans are needed.

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.

Faculty are also evaluated when they apply for tenure and promotion. The review process involves their peers, department chair, dean, Tenure Promotion Committee, Provost and Vice Chancellor for Academic Affairs, the Board of Trustees, and the Chancellor.

Graduate faculty designation is another means of evaluating faculty. Graduate faculty membership is selective. The process requires review of faculty credentials by faculty in the College of Arts and Sciences and in the School of Business and Economics, as well as by faculty in the School of Education. In support of their application, faculty describe graduate teaching experiences or skills which qualify the faculty member for teaching in a particular or specified graduate area, a list of refereed publications, and grants. Appointments to graduate faculty status are five years for full membership, three years for associate membership, and one year for special membership. Faculty must renew their Graduate Faculty application when the fixed term expires. Graduate faculty, as all other faculty, undergo annual comprehensive evaluations.

Comprehensive faculty evaluations, peer evaluations, self-evaluations, and student course evaluations are used to provide several forms of information about faculty performance. Information gleaned from all of these evaluations helps faculty to improve their teaching performance and professional growth.

Element 7: Unit Facilitation of Professional Development

Continuous growth, development, improved teaching effectiveness, and lifelong learning are important goals of the University for faculty. Unit faculty collaborate with the College of Arts and Sciences, and the School of Business and Economics to work on unit and program assessment (i.e., moving from traditional assessments to performance assessments). Integration of technology is a major objective at the University and the School. Professional development activities, as a result of grants, stress technology. Teaching diverse learners continues to be the focus of professional development activities at the University and at P-12 schools. Faculty are encouraged to attend national, state, and local conferences and University sponsored professional development activities.

In addition to the unit and departments allocating funds for professional development the University sponsors faculty development and research mini-grants. The Mini-grant Proposal Fund was set up in 1994 by the UNC General Administration (Office of the President of the UNC System). Full-time, tenured or tenure track faculty may apply for assistance based on their project and/or development needs. While the School of Education does not sponsor the mini grants, faculty who receive the grants can use the award as a part of their unit evaluation of professional development. These funds have been used to assist faculty in integrating technology in their teaching.

The unit sponsored focus groups consisting of university educators and P-12 educators to help craft the conceptual framework and develop our assessment system. School of Education faculty met with faculty in the College of Arts and Sciences and the School of Business and Economics to discuss the conceptual framework and assessment system and to receive feedback regarding the framework, assessment, INTASC standards, and developing rubrics.

Other initiatives to support faculty development include the Honors and Awards Program, the Teaching and Learning Center, and the National Scholars Conference. The School of Education sponsors an annual Honors and Awards Program to recognize outstanding accomplishments in teaching, research, and service. Faculty are rewarded for local, state, and national service, research, and teaching. During the Honors and Awards Program, the Teacher of the Year for each department and the unit are announced. Faculty who seek to become the Teacher of the Year must submit a portfolio of activities in the areas of teaching, research, and service.

During the 2001-2002 academic year, the University established the Teaching and Learning Center, charged with providing technology services to faculty. The unit, since 1986, has sponsored the Annual Teacher Education Forum (National Scholars Conference 2001, formerly the Education Forum). The conference provides an opportunity for the School of Education, the College of Arts and Sciences, and the School of Business and Economics faculty to present their research to other educators. Each presentation is evaluated by the attendees. Faculty use these evaluations to help meet their annual faculty evaluation requirements in their departments.

Table 15 displays the funds expended for faculty professional development.

Table 15
FACULTY PROFESSIONAL DEVELOPMENT EXPENDITURES
SCHOOL OF EDUCATION

1997-1997	1998-1999	1999-2000	2000-2001	2001-2002	Total
27,335.00	34,000.00	32,177.00	26,500.00	38,160.00	158,172.00

Data Source: School of Education

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 1: Unit Leadership and Authority

The dean of the School of Education, unit faculty, administrators, program coordinators, directors, P-12 faculty, partnership schools, community colleges, and alumni, participate in program design, implementation, and management. The dean of the School of Education provides leadership for the unit and has total responsibility for its operation. As head of the unit, the dean has oversight for all undergraduate and graduate education programs and ensures that the programs meet national and state standards and reflect the School's conceptual framework. The dean also serves as the liaison between the departments and the Office of the Vice Chancellor for Academic Affairs in matters relating to academic programs, teaching effectiveness, and faculty performance. Other functions of the dean include working collaboratively with the deans of the College of Arts and Sciences and the School of Business and Economics, promoting the image of the unit, supporting university-wide activities, supporting local school and community initiatives, and carrying out the fiscal management of the School. Dr. Joseph F. Johnson assumed the deanship in May 1997.

An assistant dean and four department chairs, four support units, and faculty assist the dean in administering the School. Dr. Wynton A. Hadley was appointed to the position of assistant dean fall 2000 after having served as Chair of the Department of Middle Grades, Secondary, and Special Education (formerly Curriculum and Instruction) for 10 years. The assistant dean is instrumental in coordinating faculty and student services, instruction, grants, and the support units. Department chairs provide leadership for their programs. Each department or program, at the undergraduate and graduate levels, has a faculty assigned to coordinate the degree or licensure area. The unit has an organizational structure which delineates the roles and responsibilities of unit faculty in the decision-making process relative to candidates meeting the program requirements.

Other areas assisting the dean in carrying out his leadership role include the Administrative Team, the Office of Teacher Education, the Office of Public School Services, the School of Education's Graduate Admissions Committee, the School of Education's Curriculum Review and Development Committee, and the School of Education's Advisory Committees. A description of groups and committees assisting in carrying out leadership roles is discussed below.

Department chairs, program directors, and program coordinators make up the membership on the Administrative Team. The Team meets bi-monthly to discuss, review, and make recommendations to the dean regarding issues pertaining to the unit. Major functions of the Teacher Education Committee are to advise and to provide oversight in the preparation of teachers. The Committee is comprised of university faculty and administrators, P-12 teachers and school personnel, and teacher candidates.

In 1996, the Office of Public School Services was established to aid the University in fulfilling its mission of service to public schools. The goals of the Office are: 1) to coordinate

public school services to elementary, middle, and secondary schools; 2) to provide and maintain an inventory of available resources to public schools and dissemination of information to school districts; 3) to assist schools that have been designated as low-performing and or schools on warning status in the improvement of teaching and learning; and ; 4) to evaluate all university public service activities.

The School of Education's Curriculum Review and Development Committee develops, revises, and reviews curriculum and program proposals, courses and degree requirements in the School of Education after the curricular recommendations have been initiated at the department level. Faculty from the School of Education make up the membership on the Committee. Policies and new programs are generally initiated at the department level and proceed through the 1) department committee and chair; 2) the School of Education's Curriculum Review and Development Committee; 3) the Dean of the School of Education; 4) the Teacher Education Committee; 5) the School of Education's Graduate Admissions Committee and the Graduate Council of the University, if applicable; 6) the Academic Affairs Committee of the Faculty Senate and the Faculty Senate; 7) the Provost and Vice-Chancellor for Academic Affairs; and 8) the Chancellor.

Reviewing, advising, and developing graduate programs offered through the School of Education are functions of the Graduate Admissions Committee. Membership on the Committee includes program coordinators and faculty from departments, which offer graduate programs. Decisions acted on by the Graduate Admissions Committee are channeled to the Graduate Council of the University, and the Teacher Education Committee, if applicable.

Two advisory committees support the leadership in the unit: the Ed.D. Advisory Council, and the University School Partnership Council. These advisory boards provide advice regarding matters associated with the boards.

Ten Professional Development Schools have been established with the School of Education. Seven PDS have been implemented in elementary education and three in middle grades. Both the elementary and middle grades programs have coordinators for the PDS who report to their chairs. The dean has supervision over the PDS.

Element 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 these difficult economic times, anticipates continued financial support from state appropriations and external funding sources.

The unit also received state funds from state allocations to operate the PDS at the elementary and middle school levels. Both departments have designated a faculty member to coordinate their programs. Professional Development Schools' funds sponsor professional development activities for university and P-12 educators, and pay stipends to partnership cooperating teachers.

Resources in the unit to fund professional development activities are supplemented by the University Mini Grant (grants awarded to the unit). Professional development activities are primarily funded through University Mini Grants, University – School Teacher Education Partnership (USTEP) and Title III. Several of the mini grants are awarded on a competitive basis. Many of the intrastate conferences and workshops are funded through department budgets.

The School has made a concerted effort to seek funding from grants and has increased its revenue from grants over the years. The grants support teaching and technology in the unit. A list of funded grants for the unit is in the Documentation, Introduction, Exhibit Room.

Adequate funds are allocated for faculty and operational expenses. Table 16 shows funding allocations in the unit over the last five years.

Table 16
OPERATIONAL BUDGET, 1997-2001
SCHOOL OF EDUCATION

	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Faculty	3,685,838	3,956,531	3,989,074	3,219,921	3,273,748
Other Personnel	159,996	185,279	218,571	271,789	310,888
External Funds (grants,etc.)	1,382,633	1,345,274	560,000	6,400,288	460,486
Support Units (Curric Lab, ECLC,)	6, 500	10,064	11,921	13,821	13,821
Library Resources	86,500	109,000	103,074	91,500	100,000
Technology	12,000	16,000	21,951	28,000	28,000

Data Source: Fayetteville State University

Element 3: Personnel

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.

The unit employs 36 full-time faculty. The average teaching load for full-time faculty is twelve semester hours per semester; the average teaching load for faculty with department chair responsibilities is six semester 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 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 Vice Chancellor for Academic Affairs. Student teaching and internships are counted in the

number of hours assigned to faculty. The 12 hour teaching load for unit faculty may include supervision of student teaching at the undergraduate level; graduate faculty teach nine hours which may include an internship. 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.

To continue their professional growth, faculty members are responsible for planning, designing, and implementing research projects in their own field of interest; for publishing the results of their research; for participating in professional organizations and meetings; and for school service for their department, school/college, and the University. Faculty also serve on accreditation committees such as SACS and NCATE.

Part-time faculty are chosen because of unique professional contributions to academic programs or because of shifts in faculty-student ratios or because of reduction in load for administrative positions. They contribute to the integrity, coherence, and quality of the unit and its programs. Part-time faculty teaching courses for credit must meet the same requirements for professional, experiential, and scholarly preparation as their full-time counterparts teaching in the same discipline. Part-time faculty teach nine or fewer semester hours and are expected to fulfill all normal responsibilities required of full-time faculty members, including faculty evaluations. The unit has 12 support personnel who serve as department or program secretaries, or technical assistants. Graduate assistants are utilized mainly as research assistants and have limited or no teaching responsibilities.

All faculty undergo a comprehensive evaluation which includes student course evaluations, peer, chair, and a self rating. Faculty are evaluated on teaching performance, research, and service. Faculty may select a weighting of their evaluation criteria. For example, faculty can determine the percentage of time they wish to apply to teaching, research, and service for that year. In many cases a faculty's responsibilities for any given academic year would dictate the specific percentage selected. In addition to being evaluated each year, tenured faculty must undergo post-tenure review.

Element 4: Unit Facilities

The majority of classes, and activities in the School occur primarily in two buildings: the Butler Building and the Health, Physical Education Complex. These two primary facilities, and classrooms in the College of Arts and Sciences and the School of Business and Economics, are adequate to support teaching, learning, and technology.

All faculty have individual offices which contain space for storing materials and resources. Each faculty member has a computer, printer, and access to e-mail, and the internet. There are three computer labs designed for teacher candidates and faculty in the Butler Building. The Charles Chesnutt Library collection is sufficient to support the educational, research, and

public service programs of the University. The Curriculum Lab also provides resources for teacher candidates and faculty. The Early Childhood Learning Center serves children from three to five years old and provides a learning environment that will help young children develop physically, intellectually, socially, and emotionally.

Another facility which provides classroom space, programs and activities for the unit is the Health, Physical Education Complex. The Butler Building has been renovated to include an Advisement Center for all candidates and a Graduate Research Center. The Graduate Research Center is designed for master's and doctoral students. Selection of the best sites for field experiences and graduate practica are guided by procedures agreed upon by the university and P-12 educators.

Element 5: Unit Resources Including Information Technology

A major goal of the University is to make technology a priority and to continue to increase allocated funds for technology. Allocations for technology from the University, the School of Education, and external sources have contributed to supporting faculty and teacher candidates. The NC Catalyst grant is designed to enhance the technological skills of cooperating teachers, community college instructors, and university methods faculty. The grant provides opportunities for participants to design and develop web-enhanced resources for alternative instruction and for participants to be trained in the various instructional software programs that will enhance classroom learning and improve student achievement.

The Division of Information Technology Services works closely with all academic units on campus. Faculty have access to three computer labs in the Butler Building which houses the majority of the School of Education's facilities. Unit faculty have connections to multi-port internet in each classroom, StarNet for professional development, and complete internet access throughout the entire campus and from their homes. Teacher candidates have access to computers, e mail, and the internet from their residence halls.

During the 2000-2001 academic year, five "smart" classrooms were installed in the School. Installation of the five "smart" classrooms documents the School's commitment to enhancing the technological skills of teacher candidates, other professional school personnel, and faculty. Each "smart" classroom has a TV monitor/VCR, automated screen and computer/LED projector capability with internet access. The goal is to have "smart" classrooms installed throughout the campus.

The Charles Chesnut Library has the capacity to house 500,000 volumes and seat 900 users in general reading areas, service areas, study carrels, large and small group study rooms, meeting rooms, and individualized study rooms. The library has 232,000 bound volumes, 3,400 periodical subscriptions, and over one million items of microfilm acquisitions, serials, and electronic reserves. There are 80 microcomputers with internet access available for student use. The library provides electronic access to its collection and access to bibliographic resources, both on site, and in other libraries or delivered electronically. Specifically, the library offers: electronic ordering in the acquisition area; on-line cataloging and circulation system; remote access to its on-line public access catalog; access to internet; local area network for CD-ROMs; fax machine; computerized information retrieval; audio-visual production; microform reading and copying facilities; computer terminals; microcomputers for users; and media listening, viewing, and videotaping capabilities.

Support staff are available to assist patrons with on-line public access catalog, circulation, reference, and interlibrary loan services.

The Curriculum Lab provides students with opportunities to develop new classroom approaches and instructional strategies through a variety of resources and equipment. The Curriculum Laboratory maintains print and multi-media materials. State adopted textbooks, and teaching videos are available to teacher candidates. Faculty and candidates have VCRs, audio and videotapes, LCD panels, digital cameras, and other technologies available to them through the Curriculum Lab.

Encouraging faculty to increase offerings in distance learning is supported by the University and the School. The unit has received grants to offer licensure courses, particularly in special education. Unit faculty have 18 courses on-line at the undergraduate and graduate levels. Courses offered via distance learning are coordinated through the Office of Continuing Education. There are numerous incentives to encourage faculty to develop on-line courses.

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APPENDICES

NCATE/DPI CONTINUING ACCREDITATION REPORT EXHIBITS

Description	Document Name	Location
INTRODUCTION		
Introduction	Advisory Council Membership	Exhibit Room
Introduction	Birth-Kindergarten Proposal	Exhibit Room
Introduction	<i>Black Issues in Education</i> June 2001	Exhibit Room
Introduction	Grants Awarded in the School of Education 2000-2001	Exhibit Room
Introduction	NC Model Teacher Education Consortium	Exhibit Room
Introduction	Professional Academic Highway (PATH)	Exhibit Room
Introduction	Professional Development Schools (PDS) Agreement(s)	Exhibit Room
Introduction	Southeastern Regional NC TEACH	Exhibit Room
Introduction	Teacher Education Distance Education Memorandum	Exhibit Room
Introduction	Teacher Education (Educational) Warranty	Exhibit Room

Description	Document Name	Location
CONCEPTUAL FRAMEWORK		
Conceptual Framework	Assessment System Linked to Conceptual Framework	Exhibit Room
Conceptual Framework	Candidate Proficiencies Linked to Conceptual Framework	Exhibit Room
Conceptual Framework	Conceptual Framework: Artifacts, Products	Exhibit Room
Conceptual Framework	Conceptual Framework Development-Power Point Presentation	Exhibit Room
Conceptual Framework	Conceptual Framework: Former Model	Exhibit Room
Conceptual Framework	Conceptual Framework: Revised Model	Exhibit Room
Conceptual Framework	Conceptual Framework Linked to Student Exit Criteria	Exhibit Room

STANDARD 1: CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS		
1	Catalogs Undergraduate 2000-2002 Graduate 2000-2002	Exhibit Room
1	Course Syllabi	Exhibit Room Web-based
1	Curriculum Sheets Undergraduate Programs Graduate Programs Alternative Licensure (Lateral Entry Program)	Exhibit Room
1	Follow-up Surveys	Exhibit Room
1	Handbooks Doctorate in Educational Leadership 2001-2002 Lateral Entry Handbook Master of Education 2001- 2002 Master of School Administration 2001 Student Teaching Handbook	Exhibit Room
1	IHE Performance Reports	Exhibit Room
1	Performance-Based Licensure Handbook	Exhibit Room
1	PRAXIS II: Summary	Exhibit Room
1	Student Teaching Exit Criteria: Summary	Exhibit Room
1	Student Work Portfolios: M.Ed.; Student Teaching Dissertations	Exhibit Room
1	Teacher Work Sample	Exhibit Room
1	Unit Learner Outcomes	Exhibit Room

NCATE/DPI CONTINUING ACCREDITATION REPORT EXHIBITS

Description	Document Name	Location
STANDARD 2: ASSESSMENT SYSTEM AND UNIT EVALUATION		
2	Assessment Plans-Program	Exhibit Room
2	Benchmark Data-Narrative	Exhibit Room
2	Follow-up Surveys: Summary	Exhibit Room
2	Minutes-School of Education Curriculum Committee	Exhibit Room
2	Monitoring Academic Progress (MAP)	Exhibit Room
2	Summary Data PRAXIS I	Exhibit Room
2	Summary Data PRAXIS II	Exhibit Room
2	Summary Data- School Leaders Licensure Assessment	Exhibit Room
2	Unit Assessment System	Exhibit Room
2	Unit Learner Outcomes	Exhibit Room

NCATE/DPI CONTINUING ACCREDITATION REPORT EXHIBITS

DESCRIPTION	DOCUMENT NAME	LOCATION
STANDARD 3: FIELD EXPERIENCES AND CLINICAL PRACTICE		
3	EDUC 470 Student Teaching Course Syllabi EDUC 480 Student Teaching Course Syllabus MSA Internship	Exhibit Room
3	Ethnicity and Gender of Teacher Candidates Admitted to Teacher Education 2000-2002 Ethnicity and Gender of Teacher Candidates Admitted to Student Teaching 2000-2002	Exhibit Room
3	Ethnicity and Gender of Candidates Admitted to Graduate Program	Exhibit Room
3	Field Experiences Linked to Conceptual Framework	Exhibit Room
3	GPA's Admission to Teacher Education-Summary Admission to Student Teaching- Summary	Exhibit Room
3	PDS Agreement	Exhibit Room
3	Teacher Education Committee Minutes	Exhibit Room

NCATE/DPI CONTINUING ACCREDITATION REPORT EXHIBITS

Description	Document Name	Location
STANDARD 4: DIVERSITY		
4	Cultural Diversity Profile	Exhibit Room
4	Equitable Treatment Checklist	Exhibit Room
4	Diversity Statement	Exhibit Room
4	Diversity Survey	Exhibit Room

NCATE/DPI CONTINUING ACCREDITATION REPORT EXHIBITS

Description	Document Name	Location
STANDARD 5: FACULTY QUALIFICATIONS, PERFORMANCE AND DEVELOPMENT		
5	Faculty Evaluation and Professional Development Plan(s)	Exhibit Room
5	Faculty Qualifications	Exhibit Room
5	Graduate Faculty	Exhibit Room
5	Office of Public School Service	Exhibit Room
5	Student Course Evaluations-Summary	Exhibit Room
5	Teaching and Learning Center	Exhibit Room

NCATE/DPI CONTINUING ACCREDITATION REPORT EXHIBITS

Description	Document Name	Location
STANDARD 6: UNIT GOVERNANCE AND RESOURCES		
6	Distance Education Policy-FSU	Exhibit Room
6	Faculty Workload-Summary	Exhibit Room
6	Funds for Faculty Development	Exhibit Room
6	Long Range Plans-FSU	Exhibit Room
6	Organizational Chart-School of Education	Exhibit Room
6	Teacher of the Year-Requirements	Exhibit Room

Documentation, Standard 2

UNIT ASSESSMENT PLAN

Admission to Teacher Education

Timeline	Assessments	Methods of Evaluation	Responsible Person	Remediation	Results of Assessments	Use of Results
Sophomore 30-59 hours Admissions process	Traditional					
	GPA	Transcript audit	Registrar	Recommended to MAP (Monitoring Academic Progress)	% above satisfactory GPA; % below	Advisement
	Transcripts Objective tests	Transcript review Course-based assessment	Registrar; advisor Course instructor	Advisement Instructor input	% above % below	Review assessment; improve instruction delivery; scoring rubrics
	Performance					
	Reflective journals Portfolios Projects Position papers	Measured against specific criteria; rubrics, checklists	Course instructor	Individual needs; learning styles considered	% above % below	Analyze effectiveness of performance-based assessment

UNIT ASSESSMENT PLAN

Admission to Teacher Education

Timeline	Assessments	Methods of Evaluation	Responsible Person	Remediation	Result of Assessments	Use of Results
Sophomore 30-59 hours Admission process	Internal					
	GPA minimum 2.5	Admission to teacher education; methods courses	Advisor; Ofc Teacher Education	Admission denied w/out minimum 2.5; advisement; MAP; probationary status determined by GPA	% at target % below	Identify areas of PRAXIS I for analysis & review
	EDUC 211	Minimum grade of C ; EDUC 211 completion required for admission to teacher education	Advisor; Ofc Teacher Education	Advisement; complete EDUC 211	% passing % not passing	Use of results to improve course
	Transcripts University College 43 s.h.	Transcript review Transcript review	Advisor; Advisor; Ofc Teacher Education	Advisement Retake courses(s) identified	% at target % below	Use results to improve course offerings
	External					
	PRAXIS I	Comparison of scores with state's cut scores	Candidate; Advisor; Ofc Teacher Education	Admission to teacher education denied if PRAXIS I not passed; retake PRAXIS I; attend Learning Plus; workshops		Identify areas of PRAXIS I for analysis and review

UNIT ASSESSMENT PLAN

Admission to Student Teaching

Timeline	Assessments	Method of Evaluation	Responsible Person	Remediation	Results of Assessments	Use of Results
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UNIT ASSESSMENT PLAN Program Completion

Timeline	Assessments	Methods of Evaluation	Responsible Person	Remediation	Results of Assessments	Use of Results
Senior, graduated(Completion of 121-128 s.h.) or higher	Traditional					
	Grade in student teaching	Transcript	Advisor; department	Repeat student teaching; review career options	% grade at 2.5 or higher % below	Determine if Exit Criteria successful in measuring targeted candidate knowledge, skills, & dispositions
	Exit Criteria	Evaluation; pass-fail	Cooperating teacher University supervisor		% earned highest-lowest grade; review comments	Identify areas of strengths/weaknesses across candidates; teaching performance compared with Exit Criteria grade
	Performance Portfolio	Checklists; rubrics	EDUC 490, 491 Course instructor	Correct areas of deficiencies	% at target % below	Identify areas of strengths/weaknesses; Does portfolio measure candidate knowledge, skills, & dispositions
	Follow-up survey	Alumni, employers complete survey	Alumni, employers	Continue secure follow-up surveys	% follow-up survey	Analyze follow-up survey; determine if unit successful in measuring candidate's knowledge, skills, & dispositions

UNIT ASSESSMENT PLAN

Licensure

Timeline	Assessment	Methods of Evaluation	Responsible Person	Remediation	Results of Assessments	Use of Results
Senior, graduated (completion of 121-128 s.h.) or higher	External PRAXIS II	ETS; scores measured against state's cut scores	Candidate; advisor Ofc Teacher Education	Retake part not passed; workshop	IHE % 70% or higher	Analyze course offerings; PRAXIS II competencies included in courses

Induction Years

Timeline	Assessments	Methods of Evaluation	Responsible Person	Remediation	Results of Assessments	Use of Results
1-3 years after program completion	Performance Follow-up surveys	Analyze surveys	Department	Re-send follow-up surveys	% surveys received	Analyze follow-up survey to determine if unit successful in measuring targeted candidate's knowledge, skills, & dispositions

