

INSTITUTION REPORT

Prepared for the

Continuing Visit by the Board of Examiners

November 1 – 5, 2003

**MOREHEAD STATE UNIVERSITY
College of Education
Morehead, KY 40351**

Website addresses:

www.msucoe.org

www.moreheadstate.edu

Lynne Fitzgerald, NCATE Coordinator

l.fitzgerald@moreheadstate.edu

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SECTION I:

OVERVIEW OF THE INSTITUTION

Morehead State University (MSU) is a regionally focused, co-educational institution serving northeastern and eastern Kentucky. In 2003, 6,326 full-time students (6,008 undergraduate and 318 graduate) and 2,559 part-time students (1,178 undergraduate and 1,381 graduate) were enrolled in one or more of the academic programs available at the institution. At the present time, there are 12 pre-professional programs, 76 undergraduate degree programs (associate and baccalaureate), 15 graduate degree programs (Masters). Each program is affiliated with one or more of the following four colleges that make up the academic organizational framework of the University: College of Business, Caudill College of Humanities, College of Science and Technology, and the College of Education www.moreheadstate.edu/working/aboutmsu .

Today Morehead State University has more than 9,000 students from 100 Kentucky counties, 42 states and 37 nations. They are enrolled on campus, at extended centers in Ashland, Jackson, Prestonsburg, West Liberty, and in Mount Sterling. www.moreheadstate.edu/working/aboutmsu .

Mission Statement

In June 2001, the Board of Regents approved the following Mission Statement:

Who We Are

We are a community of learners that includes teachers, scholars, staff and students, accredited as a comprehensive University serving the eastern region of the Commonwealth of Kentucky.

What We Do

We offer quality higher education opportunities and training in a collegial environment of open inquiry and educational interaction. We continually pursue academic education, professional development, and research in the belief that learning is a life long process. We are dedicated to serving as both an important educational resource and as a positive role model for our community.

Where Are We Going

We commit to preparing ourselves for the challenges and opportunities of the 21st Century, and to improving the quality of life for the community in which we live and work, while protecting and preserving the unique history and heritage of our service region and the Commonwealth of Kentucky www.moreheadstate.edu/units/budgets/plan/mission.html .”

The following Strategic Goals were also approved and these lay the foundation for decision making at the University:

- Academic Success and Student Success

- Excellence in Student Support
- Enrollment Growth and Retention Gains
- Effective Administration
- Enhanced Reputation and Productive Partnerships

Professional Education Unit

The Professional Education Unit is housed in the College of Education but includes programs and faculty from across all University colleges. Secondary education programs are based in the academic departments of the content disciplines, but are a part of the Unit. The largest teacher education programs are housed in the College of Education (COE), which is organized into three academic departments: (1) the Department of Elementary, Reading, and Special Education; (2) the Department of Health, Physical Education and Sport Sciences; and (3) the Department of Leadership and Secondary Education. Each academic department is lead by a chairperson who reports directly to the Dean of the College (**Documents Room: Professional Education Units Organizational Chart 1.1**).

The Professional Education Unit includes Bachelor of Arts Degrees in: Art, Elementary Education, French, Health, Integrated Music, Middle School Education, Physical Education, and Secondary Education (English, Social Studies, and Theater), and Special Education (Learning and Behavioral Disorders and Moderate and Severe Disorders). The unit also includes Bachelor of Science Degrees in Interdisciplinary Early Childhood Education, and Secondary Education (Biology, Chemistry, Earth and Space Science, Mathematics, Physics, Agriculture, Industrial Education, Technology) and a Bachelors of Business Arts Degree in Business and Marketing. Master of Arts in Education Degrees are offered in Elementary, Middle, Secondary, Art, Health and Physical Education, Music, School Principal, and School Guidance Counseling K-8 or 5-12. Master of Science Degrees are available in Vocational Education, Vocational School Principal, and Vocational Education Supervision and Coordination. An Education Specialist Degree is offered in Curriculum and Instruction. We also now offer an alternative route to certification through the Master of Arts in Teaching Degrees in Secondary Education (Biology, Chemistry, Earth and Space Science, English, Mathematics, Physics and Social Studies) and a 5-12 certification in Business and Marketing Education. It is also possible for candidates with teaching certification to complete a second certification in Interdisciplinary and Early Childhood Education, Elementary, Middle, Learning and Behavioral Disorders, Moderate and Severe Disorders; and three endorsement options: Computer Science, Reading and Writing, and Gifted Education. (**Documents Room: EPSB Program Approval List 1.2**)

Faculty members who deliver courses in the initial certification programs are committed to providing high quality learning experiences and setting high performance standards for candidates. Teacher candidates seeking initial certification must demonstrate acceptable performance on all nine New Teacher Standards or Interdisciplinary Early Childhood Education Standards prior to program completion. These standards have been developed by the Educational Professional Standards Board, and they clarify the knowledge, skills,

and behaviors first year teachers are expected to have mastered <http://www.kvepsb.net/teached/Programs/DEFAULT.html> In addition, in order to be eligible for certification, Initial teacher candidates must successfully complete all required PRAXIS II and PLT exams plus a one-year internship. www.moreheadstate.edu/units/undergraduate/cat02-03

Initial teacher candidates are prepared for success by completing a sequence of courses in five areas: General Education, Content Studies, Professional Education, Pedagogical Studies, and Integrated Studies. Courses are delivered and monitored by qualified faculty. Candidate success and progress is monitored by a chair-assigned academic advisor. All faculty members who deliver courses that are required for teacher certification are members of the Professional Education Unit. (**Documents Room: Unit Faculty List 1.3**).

Most faculty who deliver courses in the advanced educator preparation programs that result in a Master of Arts in Education Degree are members of the Department of Leadership and Secondary Education, the Department of Elementary, Reading, and Special Education, the Department of Health, Physical Education and Sport Sciences, or the Department of Art. Faculty in the College of Science and Technology deliver most courses in the Master of Science Degree programs.

The advanced programs are designed to prepare graduates to successfully demonstrate mastery of the Education Professional Standards Board's Experienced Teacher Standards, the School Counselor Standards, or the Interstate School Consortium Standards. The requirements for the advanced programs vary; however all graduate degree candidates are required to successfully complete a research course, program appropriate practicum or clinical experiences, and an oral or written exit exam.

www.moreheadstate.edu/units/graduate/grad-cat03 .

The Teacher Education Council (TEC) is responsible for governing all teacher preparation programs at Morehead State University (MSU). The "purpose of the TEC is to recommend requirements that govern MSU's Teacher Education Programs, to advise appropriate units of the university of teacher education policies, and to provide leadership in elementary, middle, and secondary education reform." The voting membership is comprised of four public school practitioners, two students, 10 faculty members involved in teacher education from various disciplines, Chair of the Department Chairs Forum, and the Dean of the College of Education. See the Teacher Education Council Governance Documents at: <http://www.msucoc.org/tec2000.pdf> . **Documents Room: TEC Minutes 1.5**.

Leadership for teacher education is also provided by two other key committees: the Executive Committee for the Transformation of Teacher Education and the College of Education Leadership Team. The purpose of the Executive Committee for the Transformation of Teacher Education (ECTTE) is to prioritize and monitor the implementation of the goals of the teacher education reform initiatives that emerged from the 2000 "Teaching The Teachers Summary/Report"

www.msucoc.org/teachingtheteachers.pdf and the annual "Transition Team Plans 2000 – 2004" (**Documents Room: Transition Team Plans 1.6**) This committee is chaired by the Provost and includes the Dean of Undergraduate and Graduate Programs, the four

College Deans, the Dean of the IRAPP, three COE department chairs, the director of the PT3 Grant, Chair of Biology (co-chair of the Teaching the Teachers Task Force), the two Assistants to the Dean (COE), and the Director of the Educational Services Unit.

(Documents Room: ECTTE Meeting Minutes 1.7)

The College of Education Leadership Team is comprised of the Dean, an Associate Dean, two Assistants to the Dean, three Department Chairs, the Director of the Educational Services Unit, and the Teacher Recruitment Coordinator. This group is responsible for identifying and addressing issues and concerns of the college to ensure program, faculty, and candidate quality. Each chairperson functions as a department liaison to communicate information, requests, and expectations to the faculty. **(Documents Room: Leadership Committee Minutes 1.8)**

The Educational Services Unit is responsible for coordinating admission to the Teacher Education Programs, determining eligibility and providing placements for both field experiences and clinical practice, handling teacher certification and the Kentucky Teacher Internship Program, and managing a variety of assessment functions.

<http://www.moreheadstate.edu/units/colleges/education/esu/>

The College of Education is a member of the American Association of Colleges for Teacher Education (AACTE), Teacher Education Council of State Colleges and Universities (TECSCU) and is accredited by the National Council for the Accreditation of Teacher Education (NCATE).

The Mission of the Unit

At Morehead State University all units are expected to align their programs with the vision, mission, and goals of the institution. The general aim of the Professional Education Unit is to prepare educators who are able to perform effectively in authentic school-based situations. More specifically, MSU graduates must demonstrate knowledge, skills and dispositions that are critical to success as a novice teacher, an experienced teacher, a school counselor, or an administrator.

Unit Goals Linkage to Institution's Strategic Goals:

1. Ensure academic quality and student success by:
 - Delivering high quality initial and advanced educator preparation programs
 - Implementing the initiatives of the Teacher Education Transformation Plan
 - Setting high standards for admission to and exit from all educator preparation programs; ensuring that these fulfill state and national expectations
 - Infusing technology throughout the curriculum in order to prepare candidates who are able to effectively use technology in their classrooms.
2. Promote excellence in student support by:
 - Using communication technology to enhance student advising and to extend access to education by increasing the number of courses offered through distance learning, the virtual university, and web enhanced instruction.
3. Contribute to enrollment growth and retention gains by:

- Continuing to recruit and retain quality students, including those who represent cultural minorities in order to help fulfill institution diversity goals.
4. Demonstrate effective administration by:
 - Recruiting, retaining, and rewarding qualified and diverse faculty
 - Supporting the establishment of a University Center for Teaching and Learning
 - Strengthening faculty evaluation by developing one plan to be used by all faculty in the College of Education
 - Encouraging and rewarding quality teaching, research, and service.
 5. Develop productive partnerships by:
 - Extending the number of collaborative efforts with public school systems, teachers, and students throughout the region
 - Systematically assessing students, faculty, and programs to ensure that quality is achieved and maintained and to anticipate change when data reveals less than expected results. www.moreheadstate.edu/units/budgets/plan/goal5.html

While the broadest goals of teacher education at Morehead State University grow out of the university's mission, specific standards of achievement for the academic program come from state and national accreditation standards which are reviewed on a regular basis. More specifically, all initial preparation programs are aligned with Kentucky's New Teacher Standards and the advanced educator preparation programs are aligned with one of the following: Kentucky's Experienced Teacher Standards, Kentucky's School Counselor Standards, or the ISLLC School Administrator Standards.

Significant Changes in the Professional Education Unit 1998 – 2003

A number of changes have occurred in the Professional Education Unit since the last NCATE visit in the fall of 1998. In January of 1999, the President of Morehead State University introduced a campus-wide initiative to review and, where necessary, reform educator preparation programs. Faculty from all colleges were invited to participate in a series of seminars entitled, "Teaching the Teachers of the 21st Century".

During a forum on May 5, 1999, professors and administrators proposed a campus-wide initiative to improve the quality of teacher preparation at MSU and the Teaching the Teachers Task Force emerged. Approximately 50 faculty members were involved in a review of teacher education programs and participated in one of eight interdisciplinary work groups created to study selected aspects of the program. Each group ultimately made recommendations to improve teacher preparation. (**Documents Room: "Teaching the Teachers for the 21st Century Information 1.9)** The reports of each work group were condensed into the "Teaching the Teachers: Final Summary Report" <http://www.msucoe.org/teachingtheteachers.pdf> which was presented to the President. He assigned the task of implementing these to the Executive Vice-President of Academic Affairs (now Provost).

In May of 2000 the Executive Committee for the Transformation of Teacher Education was formed. This committee reshaped the “Teaching the Teachers: Final Summary Report” into a Transition Team Plan that included 14 Objectives, 80 Tasks, and a timeline for implementation. The current version of the Transition Team Plan is located at <http://www.msucoe.org/ttp.doc>. This committee continues to meet two times a month to monitor the implementation of the plan. (**Documents Room: ECTTE Minutes 1.7**)

Many of the changes that have occurred in the Unit resulted from the completion of the tasks that are articulated in the Transition Team Plan. These include:

- ***The establishment of a free standing College of Education in 2000***
 This change required relocating the behavioral sciences programs to other colleges. The Psychology Department requested placement in the College of Science and Technology, and the Sociology Department requested placement in the Caudill College of Humanities. The purpose for this reorganization was to narrow the work focus for the Dean of the College of Education to better ensure quality educator preparation programs and faculty. The first Dean of the College of Education was hired in the fall of 2000. **Documents Room: Organizational Chart 1.1**
- ***The creation of a staff position entitled, Teacher Recruitment Coordinator.***
 The Teacher Recruitment Coordinator was hired to recruit high quality and diverse students into the teacher preparation programs. To fulfill this responsibility an Annual Teacher Recruitment Day and Teacher Recruitment Teams have been established and are operational. An assistant was hired, summer 2003, to support the Teacher Recruitment Coordinator by working with teacher cadet programs in the public schools throughout the region. Beginning Fall 2003 students in the cadet program may earn college credit following successful completion of the program. (**Documents Room: Teacher Recruitment Activities 1.10**)
- ***The Center for Teaching and Learning (2001) was developed to enhance the quality of instruction for all students in all disciplines across campus.*** A number of faculty development activities are created and offered throughout each academic year. See <http://www.moreheadstate.edu/units/ctl/> for an overview of the activities of the center.
- ***The strengthening of teacher preparation programs through curricular and assessment reforms sponsored by a STEP Grant.*** MSU received funding from STEP (Standards-Based Teacher Education Programs) in October, 1999. (**Documents Room: STEP Grant Reports 1.15**) These funds supported several initiatives: 1) the completion of curriculum audits of all educator preparation programs and engaging the arts and sciences faculty in the development of integrated curricula with standards based accountability systems, 2) the development of a continuous assessment plan that effectively assesses each candidate’s knowledge and skills in relation to the State and National Teaching Standards, 3) and the development and implementation of the “Student Teacher Record of Performance” observation instrument. This evaluation instrument is

used by cooperating teachers to evaluate student teachers during the clinical experience (**Documents Room: “Student Teacher Record of Performance” 1.11**).

- ***The infusion of technology into teacher education programs.*** Through our federal PT3 grant, “Preparing Tomorrow’s Teachers to Use Technology,” over 500 teacher education candidates have participated in either technology enhancement seminars or taken an additional Internet course that focuses on using technology to support classroom instruction. Seventy-five percent of students who completed a recent SACS survey (3,283 responses out of 4,370 distributed) agreed or strongly agreed that they had sufficient access to computing resources. Over 300 faculty have received training in integrating technology into their teaching. <http://www.ed-u-tech.net> and **Documents Room: PT3 Reports 1.12**)
- ***The enrichment of field and clinical experiences.*** A four-tiered “Clinical and Field Experiences Model” was developed in the Fall 2001 to assure the appropriate sequencing of those experiences www.msucoe.org/4tierfieldexp.pdf . The faculty of each teacher preparation program reviewed and determined where and how the clinical and field experiences would move their programs candidates through each tier of the model. Program models are included in each program review www.msucoe.org/programs.html Field and Clinical Experiences have been integrated into each program’s curriculum and recommendations for placement and supervision of candidates is currently handled by each program. Secondary teacher preparation programs have developed a department or college delivered methods and field experience course. These new courses were approved Spring 2003. Each course will be put on line at the beginning of the first semester it is offered. BIO/MATH/SCI 402 and 403 are currently on the web site www.msucoe.org/syllabi.html . Beginning May 2002 clinical faculty in public schools who supervise field experiences have been invited to campus to address expectations, issues, and concerns. During the Spring 2003 workshop, 32 MSU teacher educators who participated in field partnership activities were given and trained to use handheld computers to enhance their work in the field with clinical faculty. These partnership activities are now ongoing semi-annual events. (**Documents Room: Field Partnership Folder 1.13**)
- ***The reorganization of the Teacher Education Council.*** The TEC was reorganized in the Fall of 2000 to streamline the governance of that group. As a result of the reorganization, the TEC constitution was rewritten and approved by the Faculty Senate during the Spring of 2000, the Dean of the College of Education was established as the chair, the membership was revised, and the reporting channel was changed so that this council may appeal directly to the Provost if its recommendations are not approved by other curriculum committees. A copy of the current constitution is available at <http://moreheadstate.edu/units/msac/teachered1.html> .
- ***The establishment of alternative routes to certification.*** Teacher shortages are critical, and Morehead State has responded to this need by developing Master of Arts in Teaching programs for initial teacher certification .The Master of Arts in Teaching: Secondary School was approved in the Fall of 2001 (Program Review

located: www.msucoe.org/programs.html see MAT Program). At the time of approval candidates could seek initial certification in Biology 8-12, English 8-12, Mathematics 8-12, or Social Studies 8-12. Chemistry, Business and Marketing, and Special Education options were approved in 2003. Eleven (11) candidates were enrolled in this program during the fall term 2002 and the number has increased to 64 for the fall 2003 term. A faculty member was reassigned six hours to oversee the implementation of this program during the summer of 2002. At the end of the fall 2002 semester a coordinator was appointed and given release time to fulfill the administrative responsibilities associated with this degree program. The rapid growth in the number of candidates in this program has also resulted in hiring clerical support and two additional Highly Skilled Educators (from the public schools). These teachers will work with MAT candidates in schools throughout the region this fall. **(Documents Room: Unit Organizational Chart.1.1)**

- ***The establishment of the Appalachian P-16 Council.*** Morehead State University developed and implemented the first Local P-16 Council in the State. Due to the important role this group would play a coordinator was employed to provide leadership for this group and to ensure MSU's ongoing participation in all initiatives intended to improve the quality of education throughout eastern Kentucky. The coordinator has been actively involved in establishing the council and securing funds to support the running of the council. This fall an initiative was implemented and it provides an orientation for new and experienced superintendents on campus focusing on the support services offered by the College of Education to schools or students throughout the region. In addition, individual meetings are scheduled with superintendents, the P-16 Coordinator, and the Dean to discuss and resolve issues of mutual concern. **(Documents Room: Units Organizational Chart 1.1).**

The following initiatives are not explicitly addressed in the Transition Team Plan., however they strongly support the reform efforts:

- ***Professors in the Schools Fellowship Program*** - Using Action Agenda funds from the Council on Post-Secondary Education, this professional development activity provides an opportunity for university professors to go into the public schools to experience current conditions and practices and to enhance working relationships with schools in MSU's service region. Participating faculty teach in public school classrooms and assist public school teachers for a minimum of 45 contact hours during the school year. They also participate in the Teacher Educator Academy, a week-long symposium modeled after the Kentucky Leadership Academy and offered on campus the week after May graduation. Forty faculty members participated in 2001-2002 and forty-three in 2002-2003. This has been a very successful initiative, and it will continue. **(Documents Room: Professors in Schools Reports 1.14)**
- ***Dispositions Assessments.*** Instruments were developed in the 2001-2002 academic year and were implemented 2002 – 2003 for the initial and advanced educator preparation programs. The candidates in the Initial Teacher Preparation

Programs are evaluated at least two times prior to student teaching using the Disposition Rubric and Score Sheet. Candidates in the Advanced Teacher Preparation Programs dispositions are assessed once using a five level rubric. Candidates in the School Counselor Program are assessed using the Clinical Practice Student Progress Report, and candidates in the School Administrator Program are assessed using the ISSLC based Portfolio Rubric and Score sheet www.msucoc.org/dispositions.html .

- ***The Continuous Assessment Plan was revised***, and implementation is underway. The database has been developed and data are being entered on a regular basis increasing the amount of information available to determine program, faculty, or candidate quality. A faculty member has been granted a stipend and assigned the role of Assessment Coordinator and works with the Assessment Committee to implement the plan, evaluate the data, distribute the data, and revise data collection instruments as needed. www.msucoc.org/capmsu.html

Overview of Professional Education Programs

Acronyms have been used in the table below and these were derived from the following:
Colleges:

College of Education (COE)
College of Business (COB)
Caudill College of Humanities (CCH)
College of Science and Technology (CST)

Departments:

Information Systems (IS)
Elementary, Reading, and Special Education (ERSE)
Health, Physical Education, and Sport Sciences (HPS)
Leadership and Secondary Education (LSE)
English, Foreign Language, and Philosophy (EFP)
Industrial Education and Technology (IET)

State:

Educational Professional Standards Board (EPSB)

Table A.1: An Overview of Educator Preparation Programs

Program Name/College And Department	Award Level	Program Level (ITP or ADV)	Number of Candidates Fall 2002	Agency Reviewing Programs	Program Review Submitted	Current Status of Each Program
Initial Preparation Programs						
Interdisciplinary Early Childhood Education/ (COE)/ (ERSE)	BS	Initial	31	EPSB	Yes	Approved
Elementary School P-5/COE/EP SB	BA	Initial	646	EPSB	Yes	Approved
Middle School 5-9 COE/ERSE	BA	Initial	86	EPSB	Yes	Approved
Biological Science 8-12/CST/Biology	BS	Initial	Teacher Prep not separated out	EPSB	Yes	Approved
Chemistry 8-12 CST/Chemistry	BS	Initial	0 (new)	EPSB	Yes	Approved
Earth and Space Science/CST/Science	BS	Initial	0 (new)	EPSB	Yes	Approved
English 8-12 CCH/ EFP	BA	Initial	Teacher Prep not separated out	EPSB	Yes	Approved
Mathematics 8-12 CST/Mathematics	BA	Initial	Teacher Prep not separated out	EPSB	Yes	Approved
Physics 8-12 CST/Physics	BA	Initial	0 (new)	EPSB	Yes	Approved
Social Studies 8 –12 CCH/History, Government, Geography	BA	Initial	119	EPSB	Yes	Approved
Agriculture 5-12 CST/Agriculture & Human Sciences	BS	Initial	28	EPSB	Yes	Approved
Business and Marketing 5-12 COB/IS	BBA	Initial	27	EPSB	Yes	Approved
Industrial Education 5-12 CST/IET	BS	Initial	20	EPSB	Yes	Approved
Technology Education 5-12 CST/IET	BS	Initial	20	EPSB	Yes	Approved
Art Grades P-12 CCH/Art	BA	Initial		EPSB	Yes	Approved
French Grades P-12 CCH/EFP	BA	Initial	5	EPSB	Yes	Approved
Health P-12 COE/HPS	BA	Initial	32	EPSB	Yes	Approved
Integrated Music P-12/CCH/Music	BM	Initial	151	EPSB	Yes	Approved
Physical Education P-12/COE/HPS	BA	Initial	96	EPSB	Yes	Approved
Spanish P-12 CCH/EFP	BA	Initial	14	EPSB	Yes	Approved
Theater Education P-12/CCH/Communication And Theater	BA	Initial	0 (new)	EPSB	Yes	Approved
Learning and Behavior Disorders P-12 COE/ERSE	BA	Initial	139 all Spec. Ed.	EPSB	Yes	Approved
Moderate and Severe Disabilities P-12 COE/ERSE	BA	Initial	139 All Spec. Ed	EPSB	Yes	Approved

ENDORSEMENTS						
Computer Science 8-12/ COB/IS				EPSB	Yes	Approved
Gifted Education P-12 COE/ERSE				EPSB	Yes	Approved
Reading and Writing P-12 COE/ERSE						
Advanced Preparation Programs (MA, Fifth Year, Rank I)						
Elementary Education COE/ERSE	MA	Advanced	120	EPSB	Yes	Approved
Middle Grades Education/COE/ERSE	MA	Advanced	32	EPSB	Yes	Approved
Secondary Education COE/LSE	MA	Advanced	38	EPSB	Yes	Approved
Art Education CCH/Art	MA	Advanced	5	EPSB	Yes	Approved
Health and Physical Education/COE/HPS	MA	Advanced	37	EPSB	Yes	Approved
Special Education COE/ERSE	MA	Advanced	19	EPSB	Yes	Approved
Vocational Education CST/Department of Agriculture and Human Science	MS	Advanced	0	EPSB	Yes	Approved
All Administrator Prep Programs: Principal, School Superintendent, Director of Spec. Ed. / COE/LSE	School Principal MA	Advanced	123	EPSB	Yes	Approved
Supervisor of Instruction / COE/LSE		Advanced	2	EPSB	Yes	Approved
School Guidance Counselor/ COE/ LSE	MA Rank I Specialist	Advanced	86	EPSB	Yes	Approved
Vocational School Principal/CST/Agriculture and Human Sciences	MS	Advanced	9	EPSB	Yes	Approved
Vocational Education Supervision and Coordination/ CST/ AHS	MS	Advanced	0	EPSB	Yes	Approved
Specialist in Curriculum and Instruction COE/ERSE/LSE	Rank I	Advanced	8	EPSB	Yes	Approved
Alternative Route to Certification						
Biology 8-12	MAT	Initial	3	EPSB	Yes	Approved
Mathematics 8-12	MAT	Initial	3	EPSB	Yes	Approved
English 8-12	MAT	Initial	2	EPSB	Yes	Approved
Social Studies 8-12	MAT	Initial	2	EPSB	Yes	Approved
Chemistry 8-12	MAT	Initial	0 (new)	EPSB	Yes	Approved
Business and Marketing 5-12	MAT	Initial	0 (new)	EPSB	Yes	Approved

Data taken from Morehead State University Profile 2002- 2003. It is anticipated that Fall 2003 data will be available in November.

SECTION II:

THE UNIT'S CONCEPTUAL FRAMEWORK

A conceptual framework establishes the shared vision for a unit's effort in preparing educators to work in P-12 schools. It provides direction for the programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. The conceptual framework provides bases that describe the unit's intellectual philosophy, which distinguishes graduates of one institution from those of another.

Overview of the Conceptual Framework

The theme of the Unit's conceptual framework is "Educators as Architects: Designing Environments Where Students Construct Knowledge And Develop Skills." The term architect is used because it strikes a balance between the educator as key actor in the traditional classroom and as a passive observer of students doing the work of learning in the romantic classroom. Educators are seen as artists creating environments to best meet diverse student needs. The architect metaphor also fits well with the idea that learners build their own knowledge by testing, applying, and integrating what has been learned into pre-existing intellectual constructs. The term educator has been used because it encompasses the variety of roles candidates are prepared to fulfill in public school settings: teachers, school counselors, or school administrators.

Given the use of the "Educator as Architect" metaphor and its constructivist epistemology, one will find the following themes linked to content, objectives, activities and assessments of the courses and experiences that frame and document candidate learning in all domains. Links to specific educator preparation standards, including the New Teacher Standards (NTS), Experienced Teacher Standards (ETS), School Counselor Standards (GCS), and the Interstate School Leadership Licensure Consortium (ISLLC), are cited to document alignment.

Learner Themes and Outcomes:

- Candidate engagement in comprehensive and multifaceted knowledge and skills bases that can be applied to and used in multiple contexts. (NTS 8; ETS 2; GCS 2; ISLLC 2,3,6)
- An acknowledgement of the belief that learning is on-going (Piaget, 1952)
- Provision of candidates with direct experiences to ensure the ability to use and process information while seeking solutions (Piaget, 1969). (NTS 8; ETS 2; GCS 2,3; ISLLC 3)
- Placement of candidates in authentic settings so that learning has the potential to be meaningful

- Encouragement of candidates to process and learn by reflecting on their experiences. (Dewey, 1959; Reiman, 1999) NTS 5,7; ETS 7,9; GCS 8; ISLLC 5,7)
- Provision of opportunities for candidates to understand the impact that dispositions, attitudes, values, and beliefs have on student learning and development. (Richardson, 1996) (NTS 1,2,3; ETS 3,4,5; GCS 2,3; ISLLC 1,6,7)
- Assessment of candidates and faculty using a variety of quantitative and qualitative measures, including authentic performance-based projects and action research (Keeting, Greenburg, Baldwin, Thousands, 1999; Shannon,1990). (NTS 4; ETS 1,6; GCS 1; ISLLC 2,7)
- Encouragement of faculty and public school practitioners to design experiences and environments that stimulate candidates and provoke thought, action, and reflection (Richardson, 1996; Miller; Wilkes; Sheetham and Goodwin, 1993) (NTS5; ETS7; GCS 9; ISSLC 3,5,6)
- Appreciation of and appropriate response to learner diversity; including, gender, race, ethnicity, culture and exceptionality in all aspects of the educational setting (Darling-Hammond, 2000) (NTS 1,2,3; ETS 3,4; GCS 2,3,4; ISLLC 1,2,11)
- Collaboration among students, parents, professional peers, and members of the community in order to evaluate and enhance the ability of a school to fulfill state and local educational objectives (Dewey, 1938/1959). (NTS 6; ETS 1,6; GCS 4; ISLLC 3)
- Effective integration of technology into all aspects of the educational process in order to improve communication, teaching, learning, and assessment. (NTS 9; ETS 10; GCS 1; ISLLC 2, 9)
- Monitoring the extent to which each educator preparation program fulfills its goals and commitment to the preparation of effective teachers (Exit Assessments)
- Encouragement of faculty and candidates to apply “scientific thinking to real life problems that exist in education in order to increase instructional productivity and to generate information to disseminate to others to inform their practice.” (Shannon, 1999; Keeting, et.al. 1999). (NTS 7; ETS 1,8; GCS 1; ISLLC 2,3,9)

The Conceptual Framework document describes in detail the themes which are woven throughout our programs and reflects its role in shaping our shared vision, the coherence of our programs with state, national, and institutional performance standards, the commitment to the development of quality educators who effectively demonstrate knowledge, skills, and dispositions as documented through on-going performance evaluations. The Unit’s commitment to diversity and technology is also articulated. For additional information about each of these themes review the entire conceptual framework at www.msucor.org/conceptframe.html.

Shared Vision

While any institution committed to cultural diversity and academic freedom will find a variety of “visions” among its teachers and students, we do believe that our conceptual framework both describes common threads that currently exist and helps guide future

development of activities and faculty. The shared vision reflects the commitment of the University and the Professional Education Unit to the preparation of high quality educators who have the knowledge, skills and dispositions needed to enhance the education of students in P-12 Schools throughout the region through fostering active, reflective, and meaningful learning environments. <http://www.msucpe.org/conceptframe5.html>

Coherence

Improving the sequencing, the authenticity, and the consistency of learning experiences has been a major goal of our teacher reform efforts, and the latest version of our Conceptual Framework articulates the Unit's commitment to prepare educators who are able to demonstrate proficiency in relation to state and national professional standards. To ensure this goal is accomplished, the relationships among courses and clinical and field experiences to assessment and candidate performance in relation to standards is of paramount importance. The Program Review process systematized coherence between the Unit's conceptual framework and the programs themselves. Narrative and/or matrices have been used to document the specific links between the conceptual framework and program courses and external standards. The Secondary Professional Education Core Course Narrative and Matrices (1998-2003) have been included below to document this process.

Secondary Initial Teacher Preparation Professional Education Core and Links to the Conceptual Framework

The core courses are required for all Secondary Teacher Education Preparation Candidates. The content and experiences aligned with these courses are linked to the conceptual framework and its theme “Educators as Architects: Designing Environments Where Students Construct Knowledge and Develop Skills” in a number of ways. The core courses are designed to prepare graduates with the knowledge, skills, and dispositions that are essential for new teachers.

More specifically, the coursework required to complete this aspect of the preparation program is presented sequentially to best ensure that candidates are ready to use and apply essential knowledge, skills, and dispositions in their chosen field of study (content area). Engaging students in education content, a variety of learning experiences (including; but not limited to, direct learning, problem solving, application, and practice activities) are an important aspect of this part of the secondary teacher preparation program. Where appropriate students are placed

in authentic settings so that the meaning of learning and practice is increased.

The nature of candidate accountability varies a great deal because the core includes both introductory and exit coursework. Demonstrating an understanding of such things as the New Teacher Standards, Core Content, Learner goals and expectations, the characteristics of learners (including diversity and exceptionality) is expected. The ability to effectively apply this knowledge is required during the student teaching semester.

Technology skill (computer, video camera use, and media support equipment use) is developed and used in a variety of ways throughout the Professional Development Core. The intention is to challenge candidates to use a variety of technological resources effectively as part of the planning, teaching, assessment, and communication aspects of teaching.

Reflection is a skill that is introduced in the Professional Core and refined in the academic discipline and embedded in the student teaching semester. The intention is to support the candidates' ability to self-evaluate, accept responsibility for, and ultimately to improve their teaching. Input from classroom instructors, MSU supervisors and public school teachers further refines the candidates' ability to construct environments that provoke thought and action in the classroom (Reiman, 1999). Learning to identify meaningful professional activities is an extension of the self-evaluation and teaching improvement process.

The concept of collaboration is introduced early in the Professional Development Core and the ability to effectively collaborate is required during student teaching experience (the last required Professional Core Course). Collaboration is an important component of teacher and school effectiveness because it is the key to unifying the people who work to promote quality educational experiences for the children and youth in eastern Kentucky.

Matrix B. 1: Secondary Professional Education Core and Links to the New Teacher Standards (1998-Spring 2003)

	NTS I Designs and Plans Instruction	NTS II Creates/ Maintains Learning Climate	NTS III Implements/ Manages Instruction	NTS IV Assesses/ Communica tes Learning Results	NTS V Evaluates Teaching Learning	NTS VI Colla- borates	NTS VII Professional Develop- ment	NTS VIII Content Knowledge	NTS IX Techno- logy
EDF 207	I	I			I	I			I
EDF 211		I		I					I
EDF 311	D	D	D	D	D	I	I		D
EDSP 332	I	I	D	I	I	I	I		I
EDSE 312	D	D	D	D	D	D	I		S
EDSE 333	D	D	D	I	I	I			D
EDSE 499c	D	D	D	D	D	I	D	S	S
EDSE 416	S	S	S	S	S	D	D	S	S

I = Introduction – the standard is present at a basic level
D = Development - the standard indicator is thoroughly implemented
S = Skill – the standard is demonstrated proficient

Matrix B.2: Secondary Professional Education Core and links to KERA Initiatives (1998-2003)

CORE COURSES	Learner Goals and Academic Expectations	Program of Studies P-12	Core Content for Assessment
EDF 207	X		
EDF 211			
EDF 311	X	X	X
EDSP 332	X	X	X
EDSE 312	X	X	X
EDSE 333	X	X	X
EDSE 499C	X	X	X
EDSE 416	X	X	X

Matrix B.3: Secondary Professional Education Core and Links to the NCATE Themes (1998-Spring 2003)

	Conceptual Framework	Diversity	Intellectual Vitality	Technology	Professional Community	Evaluation	Performance Assessment
EDF 207	I	I	I	I	I		I
EDF 211	I	D	I	I	I	I	I
EDF 311	D	D	D	D	D	D	D
EDSP 332	D	D	I	I	D	I	D
EDSE 312	D	D	D	S	I	I	D
EDSE 333	D	D	S	D	I	D	D
EDSE 499c	S				D	D	D
EDSE 416	S	S	S	S	S	S	S

All Program Reviews can be reviewed at www.msucoe.org/programs.html.

Professional Commitments and Dispositions

The Conceptual Framework articulates the key features of the knowledge and skill bases on which our programs are built, including general education, content area studies, professional studies, methods and pedagogy courses, field and clinical experiences, and the capstone experience. It also identifies dispositions needed for effective teaching, administration and school counseling; as well as the assessment processes that help determine their presence. <http://www.msucoe.org/conceptframe7.html>

Commitment to Diversity

The University, Unit, and certification programs prepare candidates to work in a multicultural, ethnically diverse, and ability differentiated world. This commitment is fulfilled through requirements to successfully complete content courses that require candidates to demonstrate the ability to recognize and respect the rights of all citizens and to analyze global issues in the context of global diversity. Area Studies, Professional Education, and Pedagogy Courses extend candidates' knowledge base through exposure to ideas, data, and field experiences that ground candidates in the realities of student diversity. Skills in developing a classroom environment, learning activities, and assessments that effectively account for diversity are demonstrated during methods courses and Clinical Practice. In addition, it is expected that candidates will demonstrate dispositions that document sensitivity to student differences. <http://www.msucoe.org/conceptframe5.html>

Commitment to Technology

The conceptual framework reflects the fact that having technology or even using technology isn't the ultimate goal, but rather the use of it effectively to transform teaching and learning into a more authentic, interactive, and socially rich experience. Since 2000, a PT3 Grant has made a variety of technology infusion experiences available to candidates, faculty, administrators, and public school teachers. Through this grant Morehead State University has increased faculty proficiency with technology, integrated technology into courses across the curriculum, and implemented teacher education reforms and institutional changes, all leading to measurable increases in technology competency of faculty and student teachers. <http://www.msucoe.org/conceptframe8.html>

Candidate Proficiencies Aligned with Professional and State Standards

The Conceptual Framework aligns quality candidate preparation with professional and state standards (see Secondary Core Course example above). It also contains the Transition Points Documents that show the continuous assessment of candidates throughout the program (<http://www.msucoe.org/transitionpoitsundergrad.doc> or view on pages 41 and 42 of this document.) Candidate performance quality data is used to inform faculty about the strengths and weaknesses of programs in preparing quality educators. <http://www.msucoe.org/conceptframe5.html>
<http://www.msucoe.org/conceptframe7.html>

STANDARD I: 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 Teachers

Overview From the *Conceptual Framework*:

The Professional Education Unit faculty have shaped and sequenced course content to enable students in initial teacher preparation programs to grasp and master the ideas, theories, principles, and methods of inquiry that establish the foundation for understanding an academic area of study. To ensure that courses contribute to teacher preparation, courses delivered by faculty in the Professional Education Unit must be designed and delivered to account for the appropriate items from the “Course Syllabus Congruence Checklist” www.msucoe.org/congruence.html Conceptual Framework, New or Experienced Teacher Standards, and the NCATE Themes. Furthermore, each initial teacher preparation program has completed a program review and has in the process linked program courses and experiences to learned society standards, the New Teacher Standards, and Kentucky Core Content, and CATS Testing Content. Matrices have been used to show the relationship between program course requirements and standards. Course syllabi are submitted and reviewed each semester a course is taught.

www.msucoe.org/syllabi.html and www.msucoe.org/programs.html

Candidates are expected to build upon and master discipline-specific knowledge, understand the structure of knowledge, develop and demonstrate skills related to scholarly inquiry, and to understand the forms of assessment which are used to evaluate performance in the area(s) in which they will be teaching. Teaching expertise is enhanced when candidates not only deal with substantive knowledge, principles, ideas and the relationship among these but they are also challenged to think critically about the structure of that knowledge in the context of discipline specific standards.

www.msucoe.org/conceptframe.html

All students at the university are required to successfully complete 48 semester hours of general education coursework. As noted in the Conceptual Framework,

The general education framework has three components: (1) required core courses, (2) area studies courses, and (3) integrative/capstone course. The general education component serves students enrolled in the Teacher Education Program well because course work is designed to foster competencies which are essential for teacher educators: written and spoken English, mathematics, and computer competence. In addition, “area studies” course work such as, sociology, psychology, science, and the humanities extend the students basic knowledge base. The integrative component is delivered in the form of a capstone experience and delivered by a candidate’s academic department/program. Teacher

preparation candidates most often take this course in the form of a seminar delivered concurrently with the Clinical Practice semester.

General knowledge and skills required for new teachers is assessed prior to entry into the Teacher Education Program. Competency demonstrated in the following tests is basic to and integrated with competency in specific content knowledge. Students must meet the minimal score on one of the following four examinations: 1) Score a minimum of 21 ACT (with 10 on each of the sub-tests), 2) Score a minimum of 18 ACT Composite with a minimum of 10 on each of the sub-tests and the Pre-Professional Skills Test (PPST) Written format: Reading - 173, Mathematics - 173, and Writing - 172; OR Computer format: Reading - 320, Mathematics - 318, and Writing - 318, 3) Score a minimum of 750 Graduate Record Exam (GRE), or 4) Score a minimum of 990 SAT. In addition all applicants must successfully complete the PPST Writing Test (The written test requires a score of 172 or higher and the computer test requires a score of 318 or higher.

<http://www.moreheadstate.edu/units/undergraduate/cat02-03/> or Documents Room: 2002-2003 Undergraduate Catalogue 1.3)

The admission data presented below documents the fact that the average GPA and ACT Score of all candidates at the time of admission to the Teacher Education Program is above the minimum score required.

Table 1: Teacher Education Initial Program Admission Data

Academic Year	Total Number of Admissions	Average GPA	Average ACT
1998 – 1999	204	3.26	21.67
1999 – 2000	205	3.26	21.99
2000 – 2001	208	3.31	22.47
2001 – 2002	223	3.285	22.16
2002 – 2003	*158	3.265	22.35

** The drop in the number of admissions is related to a change in the requirements used to document writing proficiency. Completion of the PPST is now required. Students must plan ahead to schedule the exam early enough to assure that scores will be returned in time to participate in the TEP admissions interview. Students did not register in a timely manner Spring semester 2003; it is anticipated that they will participate in the interview process Fall semester 2003.*

The final checkpoint of basic competencies related to general education is the TEP admission interview. Once an applicant's portfolio is completed, the student schedules an admission interview with the faculty in the respective teacher certification program. This committee interviews each applicant and determines his/her readiness to enter the TEP based on the student's academic, professional and personal qualities. The student must receive a minimum score of 35 points from the interview committee before he/she can be recommended for admission to the TEP. The interview committee's recommendation is

forwarded to the University's Teacher Education Council (TEC), which makes the final decision on TEP admission. <http://www.moreheadstate.edu/colleges/education/esu/>

Completion of Program

Candidates must demonstrate proficiency of content knowledge through the completion of program specific courses. The number of courses taken varies from program to program. For example Elementary Education P-5 candidates are required to complete an 18 hour related studies component and a 21-hour academic component from Speech-Theater, English, Fine Arts- Multidisciplinary, Music, French, Spanish, Mathematics, Science, or Social Studies. A Middle School 5- 9 candidate seeking certification is required to complete a six-hour related studies component and two 24-hour academic components. Choices come from: English/Communication, Special Education, Social Studies, Science, or Mathematics. Secondary School Preparation programs, such as Chemistry 8-12 preparation programs, for example require candidates to successfully complete 29 hours in chemistry content and 16 hours in related mathematics and sciences. www.msucoe.org/programs.html

To ensure that courses are aligned with standards, all syllabi are designed to articulate the New Teacher Standards, NCATE themes, and the Conceptual Framework.

www.msucoe.org/congruence.html. Course Syllabi are available for review at www.msucoe.org/syllabi.html. In addition, all academic teacher preparation programs have successfully completed a formal program review and in the process documented in a holistic fashion how institutional, state and nationally mandated content and assessment requirements have been fulfilled.

More concrete documentation of candidate's content area expertise is revealed through the quality of lesson plans, unit plans, assessment activities, and a variety of course related assessments. Examples of candidate coursework and exit portfolios are available for review in the Documents Room; providing insight about formative and summative assessment. (**Documents Room: Candidate Work Exhibit**)

PRAXIS II test scores provide additional documentation of content knowledge. Eighty-six percent of all candidates taking PRAXIS II and the PLT Exams were successful in 2002 – 2003. Candidate success on the PRAXIS exams is of great importance; therefore, the Executive Committee for the Transformation of Teacher Education identified two tasks in the Transition Team Plan (Objective 10: Tasks A and C) to ensure program accountability: A) to align entrance and exit requirements with standards and Praxis Exams (accomplished fall 2002) and C) to require each department to develop a comprehensive preparation and remediation strategy to increase success on the PRAXIS II and PTL Exams. Since the Fall Semester of 2001, candidates have been required to take the required PRAXIS exam(s) prior to the clinical semester. As of the Fall of 2002 all candidates were required to deliver copies of score reports to the Educational Services Unit. This change was made to: 1) make it possible to record subsection scores that could be shared with program faculty who could use section scores to inform them about their

programs and 2) require candidates with less than the minimum scores to meet with advisors to develop and implement a remediation plan prior to leaving campus for clinical practice. (Documents Room: Data Portfolio 2.1 Tab 3)

Table 1.2: Exit Data: Praxis Exams and Grade Point Average

YEAR	TOTAL EXITING TEP	PRAXIS PASSED	AV GPA
1999-2000	227	210 (93%)	3.429
2000-2001	145	129 (89%)	3.38
2001-2002	203	179 (88%)	3.327
2002-2003	174	159(86%)	3.47

Table 1.3: Summary of Praxis Scores by Test 2002

PROGRAM	Number of Completers	Number Successful	Percent Successful
Agriculture	1	1	100%
Art	5	4	80%
English, Foreign Language and Philosophy	8	7	87.5%
Elementary, Reading and Special Education	101	84	83.5%
Special Education, Learning and Behavioral Disorders	17	12	70.6%
Middle Grades Social Studies	6	3	50%
Middle Grades Science	4	4	100%
Spanish	1	1	100%
Social Studies	10	9	90%
Physical Education	11	8	83%
Health Education	9	6	67%
Information Technology	1	0	0%
Business	3	3	100%
Mathematics	2	2	100%
Music	13	10	77%
Total Programs Completed	197	159	81%
Total Completers	174	Successful in at least one Program	86%

Documents Room: Data Portfolio 2.1 Tab 3

Morehead State faculty members, supervisors, and public school cooperating teachers all work together to ensure that candidates demonstrate content area competency when working with students during field experiences or clinical practice. An evaluation of candidate performance as recorded on the KTIP and/or the “Student Teacher Record of Performance” observation instruments documents proficiency in content related

assessment categories (New Teacher Standard VIII). Content knowledge proficiency is further documented through an evaluation of the candidate's exit portfolio, NTS VIII documents. **(Documents Room: Candidate Work Exhibit)**

Candidates enrolled in the Master of Arts in Teaching Program (alternative route to certification) document content competency through fulfillment of the following entrance criteria: 1) baccalaureate degree from an accredited institution, 2) earned undergraduate GPA of at least 2.75 or an earned graduate GPA of 3.0, 3) successful completion of the GRE or ACT, and passing scores on the appropriate PRAXIS exam(s). Content mastery is checked throughout the program through: 1) grades, 2) school mentor and university supervisor on-site input during EDUC 550 and EDUC 551, and 3) successful completion of at least two content area courses. Exit content proficiency is evaluated through portfolio evaluation and success on the PLT Exam. The portfolio is designed around the New Teacher Standards. (MAT candidate portfolios are available for review in the documents room). As of June 2003, a Chemistry 8-12 option has been added to the Secondary MAT Program options. In addition an MAT in Business and Marketing was approved spring of 2003. Candidate success is measured through satisfactory performance on the exit portfolio and the PLT Exam. www.msucollege.org/programs.html see check sheet or www.moreheadstate.edu/units/graduate/grad-cat03/ p77

Content knowledge for experienced teachers pursuing a Master of Arts in Education Degree is checked at admission to the program, when determining eligibility to sit for the programs exit exam(s), and to determine eligibility for exit. The following program admission standards are in place to ensure adequate content knowledge and skills area preparation: Completion of a baccalaureate degree from a regionally accredited university or college, an undergraduate GPA ranging from of 2.5 – 3.0 depending on the program, GRE scores ranging from 650 - 800 depending on the program. Graduate candidates must receive written notification of unconditional admission status by the time 12 semester hours of coursework has been completed to continue taking courses for credit. A minimum of a 2.5 is required to continuation in or completion of a masters degree program. Additional entrance requirements are program specific and intended to ensure quality of candidates being admitted to a masters degree program. For example in the case of music and art, applicants must demonstrate proficiency in the art form through an audition or portfolio review. See the Graduate Catalogue for program specific information. www.moreheadstate.edu/units/graduate/grad-cat03/

Graduate course syllabi reflect compliance with the items on the Syllabus Congruence Checklist, including the Experienced Teacher Standards. Candidates continue to extend and refine their content knowledge and skill base when they successfully complete the 12 – 24 credit hours of content area courses in the middle and secondary grades programs. More specifically, content knowledge is checked through performance on course assessments (Documents Room: Candidate Work Exhibit) and successful performance on departmental exit requirements (multiple choice, written exams, oral exams, and/or portfolio evaluation). Each experienced teacher program specifies all entrance, transition point, and program completion requirements in the

www.moreheadstate.edu/units/graduate/grad-cat03/ or www.msucoe.org/programs.html (see check sheet).

Element 2: Content Knowledge for Other School Personnel

Within the College of Education, programs of study for other professional school personnel include graduate programs in educational leadership and school guidance counseling and school administration. Each of these graduate programs prepares candidates in their respective fields through the use of a four-stage process that involves (a) the careful selection of degree candidates, (b) the student's completion of a curriculum of study designed to reflect national standards, (c) the successful completion of carefully supervised field clinical experiences, and (d) the successful completion of a summative evaluation assessment in the designated professional fields.

Admission requirements for candidates seeking a degree in school Guidance Counseling include: 1) an undergraduate GPA of 2.5 on all course work that has been completed; 2) a minimum GRE score of 800; 3) possession of undergraduate teaching certificate in the area for which certification is sought, and 4) one year teaching at the level for which the degree is sought.

Candidates preparing for careers as certified school guidance counselors pursue full/standard certification, the completion of a Master's degree and leads to provisional certification as a guidance counselor and the completion of phase one. The program of study requires the completion of a minimum of 36 semester hours of study in content areas aligned with the New Counselor Standards. Successful completion of each course documents candidate content knowledge in the area of school counseling. (**Documents Room: Candidate Work Exhibit**) Upon successful completion of the required practica and with a recommendation by the faculty, candidates must successfully complete a comprehensive departmental exit examination assessing content mastery across the entire curriculum. For the past five years the passing rate for the Master's candidates has been 94% (202P, 19 F) The second phase of counselor preparation leading to standard certification occurs with the completion of either the Rank I Program in Counseling (60 semester hours) or the completion of the Education Specialist Degree (66 semester hours). Both programs have been designed to align with the Experienced Counselor Standards. This phase of professional preparation requires advanced supervised practica and the successful completion of an oral exit examination before a panel of three faculty members. For the past five years the pass rate for Rank I and Ed.S. candidates has been 100%. (**See page 49**)

Candidates pursuing certification as school principals must fulfill all admission requirements: 1) minimum of 2.5 on all undergraduate course work, 2) an undergraduate BA degree from an accredited college or university, 3) a minimum GRE score of 750; 4) a valid teaching certificate; 5) a minimum of five years of full-time teaching; 6) three positive letters of recommendation from colleagues who can address the candidate's

potential to be an effective leader; and 7) a positive recommendation from the Program Screening Committee. www.moreheadstate.edu/units/graduate/grad-03/

Once admitted to the program, candidates complete a two-level, 36-hour program of study. Level I is an 18-hour program and includes a practicum course in which candidates work with practicing school principals for a minimum of 50 clock hours. Level 2 is also an 18-hour program and is designed to expand the knowledge and skills needed to be an effective leader in today's schools. Candidates who are admitted to the principal's program and already possess a Master's degree from an accredited university may obtain a principal's Statement of Eligibility by completing all Level I courses and passing both the Kentucky Principal's Examination and the School Leaders Licensure Assessment. Success on these exams serves as a mechanism for documenting candidate knowledge.

Summative evaluation for candidates in School Administration takes the form of two standardized examinations: the Kentucky Specialty Test of Instructional and Administrative Practices and School Leaders Licensure Assessment (SLLA). These exams have been administered to candidates since October of 2001. To date a total of 241 candidates have completed the "Kentucky Specialty Test" with an average passing rate of 89.3%. This represents the highest passing rate among Kentucky colleges and universities. In addition, in order to become fully certified, new school administrators must complete the one-year Kentucky Principal Internship Program (KPIP) field experience that includes the development of a portfolio using the Interstate School Leaders Licensure Consortium (ISLLC) Standards. Finally all candidates must successfully complete the ISLLC Nationally standardized examination. Since its adoption in 1999, a total of 95 candidates have taken the examination with a pass rate of 100%. Although KPIP will no longer be required, it was in effect during the period of this review. (See page 50)

Element 3: Pedagogical Content Knowledge for Teacher Candidates

Pedagogical content area courses are designed to ensure that candidates in the initial preparation program have an opportunity to grasp the ideas, theories, principles, skills, methods of inquiry, and information processing techniques that are essential to individual academic disciplines www.muscoe.org/conceptframe6.html p. 13 Faculty members delivering academic area content courses are expected to model best practices and to create learning environments that challenge candidates to construct knowledge in meaningful ways. <http://msucoe.org/ttp.doc>, 3 e, f This has become even more important since our initiatives to increase ownership of secondary programs by the academic departments and to increase partnerships between these faculty and public school teachers. (See field experience reforms and professors in the schools, pp. 54ff and p. 81.)

Teacher education candidates must possess a variety of skills in order to transform theoretical knowledge into effective classroom practices. Discipline-based methodology courses challenge candidates to begin the shift to the role of teacher. More specifically, these courses are designed to provide candidates with opportunities to develop and demonstrate mastery of the knowledge and skills articulated in the New or Experienced

Teacher Standards. Pedagogical information and practical experiences prepare candidates to effectively design, plan, implement, and assess learning and instruction. Courses in this category prepare candidates to understand the complex relationship among the unique needs of individual learners, formalized lessons, units of instruction, and the overall curriculum. Exposure to and use of state generated curriculum guidelines, learner expectations, and assessment tools help candidate understand the professional realities they will face when they become practicing professionals.

<http://www.msucoc.org/conceptframe6.html> p.15.

All candidates in the initial undergraduate certification program complete a minimum of 150 field experience hours. Field experiences linked to methods course work are at level 3 (see Field Sequence document <http://www.msucoc.org/conceptframe6.html> and placement in the candidates content area; therefore, experiences in schools provide opportunities for candidates to test and reflect on selected instructional practices. Feedback from course instructors and public school teachers is helpful because it assists candidates in accurately interpreting their teaching and student learning. The field experiences ultimately prepare candidates to be effective during the clinical practice semester.

Program coursework is sequenced to ensure that candidates complete the required content courses and one technology course prior to enrolling in their methods courses, which can only be taken after admission to the TEP.

Candidates at both the initial and advanced levels develop the ability to integrate technology into the teaching-learning process, Transition Team Plan, Goal 5 <http://msucoc.org/ttp.doc> . All candidates in the undergraduate initial preparation program are required to complete two technology courses; one fulfills a general education computer competency requirement, the second is the Media Strategies Courses EDF 312 or EDEL 302 (Current course). These education courses challenge candidates to infuse technology into the teaching-learning process. MAT candidates are expected to demonstrate computer competence during the semesters they enroll in EDUC 550 and 551, Supervised Practice in Teacher Education I, and II. In addition, all candidates have been encouraged to enroll in EDUC 599, Integrating Technology in to the Classroom. This on-line course has the potential to further enhance candidates' ability to more effectively use technology in the classroom.

Faculty members are responsible for systematically integrating state and learned society standards www.msucoc.org/programs.html as well as the Unit's conceptual framework into course syllabi. See Course Syllabi: www.msucoc.org/syllabi.html. Candidates must ultimately be able to demonstrate an understanding of content as well as the ability select and design instructional strategies and to create learning environments that will challenge their students to construct knowledge in meaningful ways. To that end, program faculty design and implement a series of formative assessments to ensure that candidates have developed the knowledge and skills essential to provide quality instruction. Feedback and reflection are used to ensure that candidates are aware of their progress in effectively demonstrating NTS VIII or ETS II. Summative assessments vary from program to program and are typically designed to document candidate proficiency in meeting the

standards stated in the course syllabus. The chart below provides examples of “Student Application of Pedagogical Content Knowledge.”

Table 1.4: Examples of Initial Candidates Application of Pedagogical Content Knowledge

Relevant Standard	Course	Student Demonstrator
Awareness of accessibility needs of students with physical disabilities to maintain a learning climate (Kentucky New Teacher Standards II)	EDSP 350 Characteristics of Individuals with Mental Retardation and Orthopedic Handicaps	Candidate conducts an accessibility audit of a public facility
Possession of content knowledge (Kentucky New Teacher Standards VIII)	EDEE 322 Teaching Social Studies in Early Elementary Grades	Candidate creates a unit that contains relevant information for students
Reflects and evaluates on teaching and learning (Kentucky New Teacher Standards V)	EDEE 499 Capstone Course	Candidate prepares a portfolio to show he/she conforms to state teaching guidelines & recommendations
Exhibits knowledge of content (Kentucky New Teacher Standards VIII)	HS 253 Child Growth & Development	Candidate prepares written reaction papers to reflect understanding of assigned topics from class readings and discussions
Plans lessons and fosters learning climate (Kentucky New Teacher Standards I & II)	ART 321 Materials & Methods for Secondary Art	Candidate reflects on lessons he/she has observed being taught in a high school art class
Addresses diversity through the arts (Kentucky New Teacher Standards VIII)	ART 221 School Art II	Candidate develops a cultural integration video
Learn about the principles of design (Kentucky New Teacher Standards VIII)	HS 470	Candidate will complete an outline from information gathered on the six elements of design

Examples of candidate work documenting proficiency in the area of pedagogical content knowledge, including their ability to use technology to demonstrate knowledge or as a tool to promote student learning are on display in the **Documents Room: Candidates Work Exhibit**.

Further documentation of initial teacher candidates’ (including MAT candidates’) pedagogical content knowledge is documented through the score the candidate achieves on the Principles of Learning and Teaching Exam (PTL). Spring 2002 was the first semester candidates took this exam, and the scores achieved during 2002 were used to determine cut-off scores. As of January 2003 candidates are required to successfully complete the PLT to be eligible for certification. Additional insight about initial and MAT candidate proficiency in the area of pedagogical knowledge is derived from the evaluation the MSU supervisor and Public School Cooperating Teacher during the clinical experience. They independently determine candidate proficiency by evaluating of Exit Portfolio Artifacts that are organized according to each New Teacher Standard. A

rubric www.moreheadstate.edu/college/education/esu/ is used to guide the candidate's summative/ exit portfolio evaluation. (**Documents Room: Candidate Work Exhibit**)

Candidates in the advanced certification programs are expected to extend and refine pedagogical knowledge according to ETS elements, the Core Content for Assessment, KERA Academic Expectations, and the Program of Studies. The following content themes are addressed: diverse learner needs, assessment, curriculum development, instructional strategies, the role of technology. Field experiences are included as part of specific course requirements. Many of the candidates in the advanced programs are fully employed educators and use their own classrooms for implementing new instructional strategies. Candidates who are not employed as educators are placed in appropriate settings to fulfill the field component. Technology is one theme that is implemented and it is used as a source for collecting information, student learning and assessment; and it also serves as a means for communicating with colleagues, parents, and members of the community. Though technology is integrated throughout the curriculum, candidates may select one of the following courses to provide them with additional knowledge and skills needed to use technology efficiently: EDEL 516: Educational Computing, EDSE 516: Educational Data Processing, EDSP 690e: Methods of Instructing Students with MSD, or EDUC: 684, Producing Audiovisual Aids. Candidate success is measured through performance on class evaluation activities (formative) and final grades (summative). Demonstration of proficiency in relation to each Experienced Teacher Standard is measured through candidate work. (**Documents Room: Candidates Work Exhibit**) Success on a written exit exams further documents the candidates pedagogical content knowledge. (**Documents Room: Data Portfolio 2.1**)

Extending pedagogical content knowledge and skills is an important concept in advanced certification programs, and each advanced program contains courses to address this concept. The chart below provides examples of how pedagogical content knowledge is incorporated at the advanced level.

Table 1.5: Examples of Advanced Candidate Application of Pedagogical Content Knowledge

Relevant Standard	Course	Documentation of Proficiency
Engages in professional growth (ETS IX)	EDEL 677 Reading in the Content Area	Candidate conducts an in-depth study of one of five interactive reading strategies.
Creates and maintains learning climate, implements and manages instruction (ETS IV, V)	EDEL 627 Reading in the Elementary School	The candidate acknowledges that literacy (reading) is a complex and diverse subject and that language, dialects, and cultural differences between groups of students give depth and richness to classroom experiences.
Demonstrates professional leadership (ETS I)	EDEL 632 Elementary School Curriculum	The candidate examines organizational plans for elementary schools with regard to KERA and cultural diversity; the candidate examines the role school-based councils and cultural of community affect the design of the curriculum.

Designs and plans instruction, creates and maintains a learning climate, implements and manages instruction, reflects and evaluates teaching and learning. (ETS III, IV, V, VII)	EDEL 640 Contemporary Instructional Practices in Grades P-9	Candidate designs and implements lesson plans on research-based models of instruction and conducts a formal reflection of the lessons.
Demonstrates professional leadership (ETS I)	EDF 610 Advanced Human Growth & Development	Candidate contributes to the profession knowledge & expertise about teaching & learning through journal entries
Designs activities to reflect a child's well being, mental wellness, wise consumer decision-making, etc. (NSHE)	PHED 612 Program Design, Implementation, & Assessment	Candidate works collaboratively to develop a health curriculum for primary grades to meet state and national standards
Reflects and evaluates teaching and learning (ETS VII)	EDSE 633 Effective Classroom Instruction	Candidate observes performance in classrooms through a variety of lenses and develops scoring guides to use with various learning activities in which they engage.
Demonstrates implementation of technology (ETS X)	EDEL 622 Teaching Social Studies in Today's Elementary Schools	Candidate creates a Web Quest
Demonstrates knowledge of content (ETS IV)	EDEC 637 Elementary Childhood Education	Candidate observes and participates with young children of diverse abilities
Assesses and communicates learning results (ETS VI)	EDEL 662 Remedial Reading	Candidate uses a variety of assessment tools and communicates results to parents through letters and case studies.
Assesses and communicates learning results, collaborates with parents and others (ETS VI, VIII)	EDEL 624 Practicum in Reading	Candidate assesses students through posttests and communicates results to parents through meetings and suggests ways to help their children. Schools are sent letters and case studies to communicate student performance.

Element 4: Professional and Pedagogical Knowledge and Skills for Teacher Candidates

Professional studies courses are designed and sequenced to ensure that candidates develop an understanding of the social, intellectual, psychological foundations of schools as well as develop the methodological knowledge and skills necessary to be effective teachers.

Two pre-TEP courses lay the theoretical foundation for the professional studies component of each program: EDF 207, Foundations of Education and EDF 211, Human Growth and Development. The foundations of education course explores the larger social and intellectual context of American schooling and introduces the Unit's conceptual framework, constructivist epistemologies, the New Teacher Standards, educational resources, and key issues in the history of education. The human growth and development course focuses on models of learning and the development, motivation, and achievement of all students. In addition, learning is enhanced through the exploration of

issues related to cultural diversity and exceptional learners.

www.msucoe.org/conceptframe.html Both of these courses have field experience requirements and move candidates into schools or community centers where they can observe human behavior and experience a variety of learning contexts. Candidates must successfully complete both of these courses with a minimum grade of C, prior to making an application to the Teacher Education Program. www.msucoe.org/syllabi.html <http://www.moreheadstate.edu/units/undergraduate/cat02-03/> .

Once admitted to the Teacher Education Program, candidates are eligible to enroll in the appropriate advanced theory and methods courses. A list of required courses is located in the Undergraduate Catalogue, on the candidate's check sheet, and in the Teacher Education Policy Manual. Upper division professional studies courses address specific themes and are designed to meet specific program/candidate needs. For example, a technology/media course is required for all teacher candidates: EDEL 302 is required for elementary educators, and EDSE 312 is required for secondary educators. Candidates seeking P-12 certification may choose either technology course. The learning theories and practice courses (EDEE 305, EDMG 306, and EDF 311) and the discipline and classroom management (EDUC 582 and EDUC 482) courses are designed to meet the needs of elementary, middle or secondary candidates. Each of these courses contains a required level II field experience component. However candidates are placed in contexts that are specific to their respective programs for observations and candidates are involved in tutoring and whole class instruction. The transition from theory to action takes place at this level. Candidates use their knowledge and skills to promote student learning. The syllabus for each of these courses is available at www.msucoe.org/syllabi.html. A review will reveal the specific links made to the conceptual framework, New Teacher Standards, and NCATE themes addressed in each course.

Program specific methods courses build on and refine professional education course knowledge and skills by requiring candidates to apply what has been learned to content specific activities, such as lesson planning, student formative and summative assessments, teaching techniques, instructional unit development and most importantly the relationship that these have to the KERA initiatives and the development of proficiency in relation to each of the NTS. Candidates begin to select artifacts for their portfolios from methods courses to document their knowledge and pedagogical skills. Candidates' portfolios are organized by standard and are evaluated by methods course faculty who provide feedback about portfolio strengths and weaknesses. These methods courses include level III field experiences that engage candidates in small group teaching, large group, and whole class teaching opportunities. (See program specific version of the 4 tiered "Field and Clinical Experience Model in the Program Reviews:

www.msucoe.org/programs.html.

One of the initiatives/goals set forth by the Executive Committee for the Transformation of Teacher Education in the Transition Team Plan was to review and revise the Professional Education Core Courses to improve the quality of candidate preparation. The following curriculum changes have occurred and or are in process as a result of this review: 1) A generic field experience course for secondary candidates, EDUC 333, was removed as a requirement and those field experiences were integrated into newly created

or revised content-based methods courses, (Transition Team Plan, 2002, 6B). 2) A four-tiered field and clinical experience model has been developed and implemented. 3) Several professional core courses were revised to include content that was not adequately addressed. For example, the learning theories courses were revised to put greater emphasis on assessment. 4) A course in discipline and classroom management, EDUC 482, has been added to the secondary professional education core. www.msucoe.org/ttp.doc
or Documents Room: ECTTE Minutes 1.7

The culminating experience in the initial teacher preparation program is the Clinical Practices semester. During this semester, candidates are expected to apply all they have learned in an extended public school experience that is supervised and evaluated by an MSU Supervisor and a public school Cooperating Teacher. The quality of each candidate's performance is evaluated according to the NTS via the Student Teaching Record of Performance Instrument. Exit Portfolios are also constructed and designed around the NTS. Portfolios may be submitted in hardcopy or on a CD. **(Documents room: Candidate Work Exhibit)**

Candidates completing an advanced educator program are required to document proficiency in relation to each of the Experienced Teacher Standards (ETS) or Interdisciplinary Early Childhood Education Standards (IECE) through the successful completion of exit assessments and course work. Candidate competencies are explicitly linked to the ETS and courses that, when successfully completed, contribute to the fulfillment of the listed outcome(s). www.msucoe.org/programs.html. In addition, each advanced teacher preparation program faculty has completed a formal program review documenting the connections between course requirements and each of the ETS. Methods and curriculum courses (EDEL 640: Contemporary Instructional Practices, EDSE 633: Effective Classroom Instruction, EDSP 655: Prescriptive Teaching for Children with Learning and Behavior Problems, EDEL 632: Elementary School Curriculum, EDMG 636: Middle School Curriculum, EDSE 634: Secondary School Curriculum, and PHED 612: Program Design, Implementation and Assessment) require candidates to apply knowledge about diverse learners, best practice, state standards, and school system specific characteristics, and expectations in their classrooms. www.msucoe.org/syllabi.html

Both initial and advanced programs have courses that focus on a sensitivity to larger social contexts and cultural differences in the classroom. These include, at the undergraduate level, EDF 207: Foundations of Education, and at the graduate level, EDEL 680: History and Philosophy of Education, EDEL681: Advanced Seminar in Contemporary Educational Thought, and EDGC 680: Family Counseling. In addition, some graduate courses require field experiences that are designed to extend the candidate's skills by providing them with opportunities to use their new knowledge in their own classrooms and schools. **Documents Room: Graduate Field Work 3.4**

Course syllabi are at www.msucoe.org/syllabi.html and can be reviewed to determine the nature of the evaluations used to assess candidates' ability to effectively apply pedagogical knowledge and skills and to create meaningful student learning experiences. **(Documents room: Candidate Work Exhibit)**. Success on the exit exam documents candidate professional and pedagogical knowledge. **(Documents Room: Data Portfolio 2.1 Tab 10)**

Element 5: Professional Knowledge and Skills for Other School Personnel

Other school personnel develop a comprehensive understanding of the knowledge base in their respective specialty fields as delineated by professional, state, and institutional standards. Program coursework and clinical and field experiences incorporate the use of instructional technology and are designed to enhance the attainment of knowledge and performance standards articulated by the learned societies in each of the specific fields of study. School guidance and counseling programs have been closely aligned with and adhere to the New and Experienced School Counselor Standards adopted by the Kentucky Education Professional Standards Board (1996) as well as the curriculum standards set by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Upon successful completion of required coursework designed to establish a knowledge base in the field of counseling, candidates are recommended for participation in clinical field experiences designed to equip them with the necessary behavioral and clinical service delivery skills for successful performance as professional school guidance counselors. Successful candidates must negotiate a series of stages in training including the completion of required coursework, carefully supervised clinical experiences, and finally comprehensive summative evaluation in the form of written and oral exit examinations designed to insure integration of all aspects of training. (**Documents Room: Candidate Work Exhibit**).

Graduate candidates in the field of Instructional Leadership pursue a rigorous program of study and are assessed in concert with standards of the Interstate School Leaders Licensure Consortium (ISLLC) that have been adopted as the Kentucky School Administrators Standards. The Instructional Leadership program implements a performance-based program designed to meet the ISLLC standards. Coursework is based upon a model that emphasizes problem identification and solution, role-playing, action research in work place, and additional experiences based in the community and its public schools. The instructional leadership program is designed to provide candidates with a comprehensive view of the role and function of the modern school administrator as well as training in the specific knowledge base and practical skills considered essential for successful performance as a school administrator. These skills include acquiring the ability to develop a comprehensive community demographic and political profile, the ability to collect and effectively analyze school data for curriculum and program decision-making, action research, and extensive preparation in school budget and financial analysis and human resources utilization. Instructional Leadership candidates provide evidence of attainment of program goals and standards through the successful completion of coursework and the development of a portfolio documenting evidence of the six ISLLC standards. The candidates in Instructional Leadership are ultimately required to demonstrate final attainment of program goals by successfully passing two examinations: The School Leaders Licensure Assessment (SLLA) which assesses the candidates' knowledge, dispositions, and performances according to the ISLLC standards, and the Kentucky Principal Test, which measures candidates' knowledge of the Kentucky Revised Statutes (KRS) and Kentucky Administrative Regulations. Scores

from these two tests, as well as faculty evaluation of candidate portfolio, are used in a process of continuous assessment of the Instructional Leadership Program.

Element 6: Dispositions for All Candidates

It is the Unit's expectation that all candidates are able to work with students, families and communities in ways that reflect the dispositions expected of professional educators as delineated in professional, state and institutional standards. While Kentucky's New and Experienced Teacher Standards include a measurement of certain dispositions (e.g. supporting individual needs, self-reflection), teacher education faculty wished to develop a specific instrument to evaluate the values, beliefs, and attitudes candidates should possess.

Beginning Spring 2001, a committee was formed to develop a process for assessing candidate dispositions for initial program candidates. By Summer 2002, eight dispositions were agreed upon as being important to teacher success: 1) passionate about learning, 2) enthusiastic about teaching, 3) committed to teaching responsibilities, 4) self-reflective, 5) hardworking, 6) resourceful problem-solving, 7) sensitive to differences, and 8) able to establish rapport. A rubric and score sheet were developed, and two pilot tests were conducted Fall 2002 and Spring 2003. As a result of each pilot, score sheet data and procedures for gathering information on candidate's dispositions were changed slightly. Faculty input was used to guide the revision process.

www.msucoc.org/dispositions.html

Candidates are to be assessed at least once prior to the clinical semester, by both the methods class instructor and the field based cooperating teacher. Two disposition evaluations are to be completed during the clinical semester; one Disposition Evaluation Score Sheet (DESS) completed by the MSU supervisor and one by the cooperating teacher. www.msucoc.org/dispositions.html

Beginning fall semester 2003, department chairs will be informed when a candidate scores 12 or below. Professional development activities, set by faculty in conjunction with the candidate, must be successfully completed prior to clinical practice.

The Unit is also experimenting with a Disposition Report form. The purpose of the form is two- fold. The first purpose is to allow faculty or cooperating teachers to report a commendable experience or performance by a candidate. The report would be included as part of the candidate's file and would serve as recognition for those candidates demonstrating exceptional teaching attributes/dispositions. The second purpose is to provide a systematic approach to dealing with candidates who demonstrate inappropriate or problematic behaviors. Incidents must be described and signed by both the preparer and the candidate. Copies are distributed to the candidate, the candidates' advisor, and the Director of the Educational Services Unit. The advisor is responsible for informing and calling a meeting of the department committee when further action is needed. The

committee is responsible for establishing the conditions that must be met by the candidate to be eligible to continue in the program or to enroll in clinical practice.

Each graduate program has developed and implemented disposition assessments. The graduate education faculty has identified two dispositions and accompanying rubric that is used to assess experienced teacher candidates.

The MSU Counseling Program has developed a Disposition Evaluation of Candidates in Counseling. Progress in the development of the dispositions essential to good clinical skills is assessed continually throughout a candidate's professional training. Failure to develop these essential skills and the underlying dispositions results in failure to meet course requirements, which if not remediated, will result in dismissal from the program. The formal evaluation of these dispositions is conducted most rigorously during each of the capstone classes EDGC 669, Practicum in Guidance and Counseling and EDGC 679, Advanced Guidance and Counseling practicum and advanced practicum respectively.

The School Administrator candidates are assessed using a portfolio rubric that requires the demonstration of dispositions articulated in the ISSLC performance standards. The portfolio rubric is applied by course instructors to document candidate's dispositions throughout the program. Ultimately candidates must score a minimum of 12 points on the exit portfolio to be recommended for certification.

Element 7: Student Learning for Teacher Candidates

Teacher accountability for student learning is a major tenet of the Kentucky Educational Reform Act (KERA) of 1990. A system of performance-based, high-stakes testing measures the educational performance of P-12 students in Kentucky schools. The Morehead State University teacher education program recognizes the need for teacher candidates to be prepared to work in this environment. The MSU College of Education's conceptual framework, "Educator as Architect", and both the New and Experienced Kentucky teacher standards stipulate that "teachers assess and communicate learning results to students and others with respect to student abilities to use communication skills, apply core concepts, become self sufficient individuals, become responsible team members, think and solve problems and integrate knowledge."

MSU teacher candidates learn early in their program that the primary focus of instruction is to increase student learning. Beginning with the initial course, Foundations of Education (EDF 207), the relationship between assessment and educational goals is stressed. As students, the candidates experience a variety of assessments, from conventional tests to alternative assessments, such as performance tasks. The candidates then progress to designing various assessments for use in public school classrooms. An example is EDF 311, Learning Theories, where candidates demonstrate the ability to select evaluation materials and develop assessment methods for classroom instructional decisions, as evidenced by the Classroom Assessment Construction Project, consisting of

multiple-choice, open-response and performance assessments using the Kentucky Core Content for Assessment. (**Documents Room: Candidate Work Exhibit**)

The modeling of multiple assessment strategies designed after the performance assessments of KERA is a thread that is woven throughout the program. Candidates' learning is assessed using the same techniques that they will be using as teachers in P-12 classrooms. Many of these strategies, such as designing scoring guides and evaluating performance artifacts of students, are applied in real classrooms during field experiences, which are an integral component of the Teacher Education Program (TEP).

Prior to clinical practice candidates are required to successfully complete pedagogy courses in their content area(s). Candidates draw on their pedagogical and content knowledge and skills to design, implement, and assess effective lessons. The KTIP lesson plan, which includes an assessment plan for student learning, as well as "Impact" and "Refinement" sections in which students analyze and make instructional changes based on an assessment of student learning, is the commonly used format for lesson planning, implementation and reflection. Other assignments include designing scoring guides and assessments in thematic units and designing and implementing a Teach-Reflect-Re-teach Plan (EDEE 323 – Language Arts for Early Elementary).
www.msucoe.org/syllabi.html

During clinical practice, an emphasis is placed on the New Teacher Standard IV, Assessing and Communicating Learning Results. During the professional semester candidates keep a journal that includes reflections on student learning. In addition the candidates are required to compile a portfolio that contains examples of assessments, incorporates samples of student feedback, and includes discussions of collaborative experiences they have had with colleagues and parents. (**Documents Room: Candidate Work Exhibit**)

Graduate programs also focus on assessing student learning. Courses such as EDF 610: Advanced Human Growth and Development, EDSP 553: Language Arts for Exceptional Children, and EDSP 641: Conceptions and Identification of Exceptional Children and Youth and EDEL 624: Practicum in Reading and EDEL 662: Remediation in Reading use case studies to examine the entire student learning process and to assess student progress toward specific goals. In EDEL 632: Elementary Curriculum, candidates refine skills in elementary curriculum development and implementation, including assessment and instructional techniques. EDSP 537: Educational Assessment of Exceptional Children and EDSP 603: Assessment Methodology for the Handicapped are two courses that concentrate on the development of assessment strategies for students with special needs. In SCI 570: Earth Science, candidates use rubrics to assess their own efforts and the work of their peers. They are also required to provide written feedback to their peers based on various rubrics. EDEL 680: The History and Philosophy of Education explores the philosophical assumptions underlying various assessment practices. (**Document Room: Candidate Work Exhibit or www.msucoe.org/syllabi.html**)

Element 8: Student Learning for Other Professional School Personnel

Other school personnel, such as guidance and counseling workers, support the learning process and contribute to the assessment of student learning. Specialized courses such as EDGC 620, Psycho-Social and Multi-Cultural Factors in Counseling, help candidates identify problems that can interfere with student learning and engage candidates in problem solving to help overcome these problems. EDGC 661, Measurement Principles and Techniques and 662, Individual Inventory Techniques are specifically aimed at the construction of assessments and interpretation of results to monitor student learning and development. The Instructional Leadership Program recognizes that student learning, as evidenced by academic achievement, is a primary indicator of program quality. A major responsibility of the school administrator is to create a learning climate that promotes academic achievement. Therefore, the principal as a leader in the school must have a thorough knowledge of assessment techniques and their interpretation. In support of this goal, courses are offered, which assist the school administrator in this role. EDIL 619, Technology and Best Practice for School Improvement emphasizes best practices for school improvement, and EDIL 621, Research for Instructional Leadership focuses on creating a climate supportive of excellence in teaching and learning. Candidates, while engaged in the various practica in school administration under the guidance of an experienced principal (minimum of 3 years experience), look at the total school, including student learning and achievement. In EDIL 637, Leadership for School Program Collaboration candidates are required to structure collaborations among school and community-based programs to provide and support student learning. Other school personnel competencies are demonstrated by the successful completion of examinations and activities in their area of specialization, such as the Kentucky Specialty Test and the School Leaders Licensure Assessment. (**Documents Room: Candidate Work Exhibit or www.msucoe.org/syllabi.html**)

Central to the role of other professional school personnel is the identification and subsequent removal of barriers to effective student learning. For candidates in counseling and in instructional leadership, this requires the mastery of a full range of research and assessment skills necessary for effective identification of barriers to learning. Candidates in both programs must demonstrate the technical skills necessary to design effective research and other data collection procedures as well as the ability to analyze and interpret the resulting information with technical skill and compassion. Once barriers to learning have been identified, each candidate must demonstrate the ability to develop an effective response based upon research-based best practice. Finally, the candidates must be able to demonstrate the ability to implement such changes in an effective and efficient fashion and to mobilize the full range of resources of the school and community for the purpose of enhancing student learning for each student, especially for minority and for at-risk children and youth. The creation of positive environments for student learning and the development of methodologies for enhancing student support form the foundation for all programs in Instructional Leadership and School Counseling.

For candidates in Instructional Leadership, the process of promoting effective learning for students is largely based upon the educational leader developing the skills necessary to use data to build upon developmental levels of students, to understand the effect of

diversity, families, and communities on learning, and to appreciate the policy context within which each leader will function. The development of a balance between the administrator as a school facility manager and as the principle curriculum leader within the school is stressed as a means of optimizing the role of the modern school administrator. These skills are continually assessed through the use of both formative evaluation throughout the program of study and the use of summative evaluation in the form of final portfolio development, supervision of field experiences and internship performance, and the successful completion of the School Leaders Licensure Assessment (SLLA) based on ISLLC standards which make student success a priority in every standard.

For candidates in counseling, their roles in creating positive learning environments which support student learning are fundamental and reflected in each of the New and Experienced School Counseling Standards which underpin the counseling curriculum, field experiences, and final assessment for candidates in the program. Stressed throughout the entire program of study in counseling is the role and function of a school counselor as a direct provider of counseling services to individuals and small groups of students as well as school wide through the delivery of school guidance activities to the entire student body. In addition, the ability to effectively consult with students, parents, classroom teachers, other professionals within the school and the community is emphasized. The ability to use research-based best practices in the delivery of the full range of school guidance services and to coordinate effectively with parents and the community is regarded as an essential skill is the process of identifying and removing barriers to effective learning. Each of the New and Experienced School Counseling Standards is based upon the goal of enhancing student learning and development and the school counseling program is carefully aligned in such a way as to promote the attainment of each of the standards which are assessed continually throughout training and by the use of comprehensive written and orally administered summative evaluations prior to program completion. **(Documents Room: Candidate Work Exhibit)**

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.

Introduction

Unit assessment has been on going since May of 1999 when the “Teaching the Teachers of the 21st Century” Task Force was created to review all aspects of the teacher preparation programs at Morehead State University. The task force was comprised of fifty faculty members from diverse academic disciplines. Ultimately each person was assigned to one of eight groups, and each group was assigned the responsibility for reviewing and evaluating its assigned teacher education program component (Sample Components: admission requirements, clinical and field experiences, content studies, and alternative routes to certification). Following the year-long evaluation, each group produced a report that described its process and contained a list of recommendations for change. The co-chairs produced the Summary of the “Teaching the Teachers for the 21st Century” Task Force group reports. www.msucoe.org/teachingtheteachers.pdf

This summary report was shared with the President and Provost for their review. To ensure the implementation of the recommendations cited in the report the President decided to create a transition team, which evolved into the Executive Committee for the Transformation of Teacher Education – ECTTC. With the leadership of the Provost, this group has taken responsibility for translating the Teaching the Teachers Task Force Summary into an action plan referred to as the Transition Team Plan 2000. (**Documents Room: Transition Team Plans 1.6**)

The Transition Team Plans are organized around 14 goals and 80 objectives linked to an implementation time framework. The ECTTC has continued to meet twice a month for the past four years for the purpose of: 1) prioritizing the work for the group each year, 2) determining the process to be used to accomplish the objectives, and 3) to monitor the progress toward the fulfillment of specific objectives. A review of the annual Transition Team Plans will clarify the progress that has been made toward accomplishing the goals linked to the transformation of teacher education programs. (**Documents Room: Meeting Information ECTTE 1.7**)

One of the goal areas included in the Transition Team Plans (TTP) is assessment. Of the six tasks listed underneath objective 10 “Strengthen the TEP’s Assessment functions” all of the original tasks have been accomplished; including: 1) alignment of all programs with EPSB, NCATE, Praxis Test, 2) the review of the assessment systems in place at other institutions, 3) the appointment of an Assessment Coordinator to develop a data base, and 4) Promote portfolio assessment according to a rubric, and 5) Develop preparation and remediation strategies: PRAXIS content and PLT exams.

Fulfilling the tasks aligned with the fourth objective: *Strengthening the Teacher Education Program Curriculum* was expedited by the Standards-Based Education Project

(STEP), which was funded in 1999. All educator preparation programs have been aligned with state and national professional associations and NCATE performance standards. This task has been accomplished and is documented in the program reviews produced by academic departments. The Continuous Assessment Plan (CAP) described below has connections to both the STEP and Assessment objectives, which are part of the Transition Team Plan (Documents Room: TTP 2002 1.6)

Element 1: Assessment System

The Continuous Assessment Plan (CAP) www.msucoc.org/capmsu.html at Morehead State University was developed by the Standard 2 Committee members and the Assessment Coordinator. The CAP is a summary of the elements of the Unit's assessment system. As the CAP was being developed, draft iterations were reviewed by the Executive Committee on the Transformation of Teacher Education . The penultimate draft was placed on the Morehead State University, College of Education, website to invite input from a variety of stakeholders. All feedback was reviewed and considered by the Standard 2 Committee and Assessment Coordinator. Changes were made in the CAP to incorporate some ideas from stakeholders. The feedback process was used to ensure that the final document was accurate, comprehensive, and inclusive.
<http://www.msucoc.org/ftp.doc>

Candidate Continuous Assessment

The CAP was designed to monitor candidates as they progress through their performance-based programs. This monitoring is achieved through ongoing assessment of the content knowledge, pedagogical and other professional knowledge and skills, technological proficiency, and dispositions of the candidates. The expectations for students are based on MSU's academic standards, the MSU Conceptual Framework for Professional Educator Preparation Programs <http://www.msucoc.org/conceptframe.html> , the standards of accrediting agencies www.ncate.org , learned societies, and the standards approved by the Kentucky Education Professional Standards Board <http://www.kyepsb.net/teached/Programs/DEFAULT.html>. Programmatic assessment frameworks are used to clarify and systematize the on-going assessment of all initial and advanced candidates. The Undergraduate (Table 2.1) and Graduate (Table 2.2) Transition Points Documents are included to more specifically articulate the points in the program where candidate progress is monitored.

Table 2.1: UNDERGRADUATE TEACHER EDUCATION CANDIDATE TRANSITION POINTS

Transition Points	Assessment Data Considered	Decision Maker(s)	Outcome Options
1) Admission to TEP	<ul style="list-style-type: none"> • ACT, PPST, or GRE Score(s) • Writing Sample • Recommendation Forms, Initial Dispositions • Overall GPA (2.5) • Successful completion ENG 100, 200, PSY 154, CMSP 108, EDF 207, and 211 • Department Interview Results 	<ul style="list-style-type: none"> • Teacher Education Council 	<ul style="list-style-type: none"> • Department/Program Committee recommends students for admission to Program. • Director of Educational Service Unit compiles lists from each program and presents whole list to Teacher Education Council • Teacher Education Council approves or does not approve recommendation made and student informed in writing of the recommendation
2) Prior to Clinical Practice	<ul style="list-style-type: none"> • GPA (2.5), in all areas • Completion of Required Coursework • Completion of required PRAXIS Exam(s) • Disposition Evaluation 	<ul style="list-style-type: none"> • Director of Educational Services Unit (DESU) 	<ul style="list-style-type: none"> • Eligible or not eligible for enrollment in Student Teaching. Candidates informed in writing by DESU. When ineligible, deficiencies described in writing.
3) Clinical Practice Evaluation	<ul style="list-style-type: none"> • KTIP or Other Observation Feedback • Portfolio Documents that address each New Teacher Standard 	<ul style="list-style-type: none"> • MSU Supervisor • Cooperating Teacher 	<ul style="list-style-type: none"> • Successful completion of Student Teaching and Capstone
4) Program Completion	<ul style="list-style-type: none"> • Fulfilled all program requirements (transcript) • Fulfilled all certification eligibility requirements 	<ul style="list-style-type: none"> • Office of the Registrar • Certification Officer (MSU) tracks • State 	<ul style="list-style-type: none"> • Eligible for graduation, diploma. (Informed in writing if ineligible for graduation) • Notified, in writing, (at last meeting of 499c classes) of any deficiencies that need to be handled to be recommended for certification. • Letter of eligibility stating certification area(s)

Table 2.2: GRADUATE DEGREE CANDIDATE TRANSITION POINTS

Transition Point	Assessment Data	Decision Maker(s)	Outcome
1) Admission to program	Program specific requirements: <ul style="list-style-type: none"> • GRE Score • Undergraduate GPA • BA degree Certification or eligible for certification.	<ul style="list-style-type: none"> • Department Chair or department designated graduate program coordinator 	Informed in writing about admission Status (3 category options): <ul style="list-style-type: none"> • Unconditional Admission • Conditional Admission • Denied Admission Eligibility for financial aid determined
2) Eligibility for exam	GPA 3.0 Successful completion of program specific requirements to determine eligibility to take departmental exam	<ul style="list-style-type: none"> • Advisor 	Signed permission to sit for the exam
3) Program Completion	Successful completion of required exam(s) Successful completion of all required course work and program exit requirements GPA 3.0	<ul style="list-style-type: none"> • Department Chair • Graduate Committee (Program) • Coordinator of Graduate Programs 	Candidates informed in writing of written and/or oral exam results. “Program Completion Form” filed upon successful completion of required Exam(s) Eligibility for graduation

Incorporating recommended assessment practices, MSU's plan for monitoring and evaluating candidates changes focus as the candidates move through an initial or advanced teacher certification, school counselor, or school administrator program. Prior to admission, candidates are most often assessed by external sources of data (e.g., grade point averages, standardized test scores, faculty disposition evaluations). Post-admission assessment, however, involves a blend of faculty, clinical practice teacher, and candidate self-assessment (embedded in coursework). Exit assessment requires candidates fulfill a combination of institution, state, and national performance standards.

Portfolios are used to assist the candidates' reflective progression through a cohesive, standards-based program (**Documents Room: Candidate Work Exhibit**). Portfolio pieces are included by candidates to demonstrate knowledge, understanding, and proficiency in relation to each program's standards (New Teacher, Experienced Teacher, School Counselor or School Administrator Standards). Self-assessment through the portfolio development process is strongly supported by the faculty. Additionally, reflective self-report data are consistently sought from candidates--specifically immediately after student teaching each semester--and are used to inform and improve the teacher education program (**Documents Room: Data Portfolio 2.1 Tabs 4, 5, and 6**).

A survey of recent alumni also provided valuable data for program improvement. The National Database for Teacher Education Follow-up instrument was used in a web-based

format (Facilitate.com) to collect data from alumni (August 2003). These data will be compared with data from other teacher education institutions across the nation. This will permit a unique perspective for program evaluation because the data is configured to so that the data can be evaluated from an institution as well as a comparative perspective. <http://morehead.facilitate.com/ndb.shtml>

To better incorporate the professional community at large in improving teacher education, Morehead State University's College of Education is in the process of creating a standing Unit Program Assessment Committee (UPAC). The UPAC will include four Unit faculty members, one superintendent and one building principal from a school district in the service region, one MSU alumnus(a) currently teaching in a public school in the service region, and the Unit's Assessment Coordinator, who will chair the committee. This committee will meet on a monthly basis to identify, review, and distribute data to improve the educator preparation programs.

Program Evaluation

Academic programs have been evaluated annually using the **Nichols Five Column Model** as the framework. Each fall, by September 15th, data are distributed to the department chairs. Each chair distributes certification program specific data to the appropriate faculty, and they are responsible for (1) using the data to determine if candidate performance meets the criteria set forth in the previous year's Assessment Plan and (2) to determine what changes need to be made when candidate success falls below the established criteria. Changes are noted in the assessment plan, which the academic program faculty creates after analyzing current data. Data are used to make decisions about program quality. www.msucoe.org/programs.html - **Appendix A: Program Assessment Plan 2000**). Assessment reports are reviewed by the appropriate Department Chair, the Dean of the College, and the Provost. The documents supporting the Assessment Report and Assessment Plan are maintained in the academic departments.

The institution also requires all academic programs to complete a **Five-Year Review**. At the scheduled time, the Provost distributes report guidelines and timelines to department chairs. Department chairs meet with the faculty of each program in the department so that they understand all aspects of the program review and reporting process and also make decisions about the data collection process. This review requires faculty to consider data such as: program admission, enrollment, retention, exit exam pass rates and graduation rates. Five years of data are evaluated to determine program trends, strengths, and weaknesses. Alignment with university, state, SACS, and national standards is also required. Plans for improving noted areas of weakness are required as is a timeline for implementation and completion.

Five-Year Review Reports are delivered to the College Dean who reviews each department's report and documents to determine if the information is complete and accurate. All review materials are then submitted to the Provost who shares them with the University Academic Program Review Committee (UAPRC). The members of this

committee evaluate reports to see that the alignment with the university strategic goals is evidenced and that the evaluation of each program within the department is complete. Department reports are not accepted until the members of the UAPRC are satisfied
(Documents Room: Five Year Program Reviews Spring 2003 2. 2)

Faculty Evaluation

The faculty and their ability to teach affects candidate learning. Producing high quality undergraduate and graduate students is a primary goal of the university <http://www.moreheadstate.edu/units/budgets/plan/mission.html> . In addition, the Transition Team Plan (<http://www.msucoc.org/ttp.doc>) includes an objective “ . . . to have all faculty model good teaching.” **(Objective 3, Task e)** Therefore, an annual system of faculty evaluation has been established. All tenured or tenure-track faculty members are required to develop a vita and portfolio to document their performance in the areas of teaching, professional achievement, and service according to expectations set forth in the Faculty Evaluation Plan. **(Documents Room: Faculty Portfolios 5.5)** Non-Tenure track, adjunct, and fixed term faculty are evaluated in the area of teaching. Each department has established procedures for accomplishing and reporting success.

Prior to January 2003, Faculty Evaluation Plans (FEPs) were developed and implemented by departments. However in January of 2003, the faculty of the College of Education approved a college-wide Faculty Evaluation Plan (FEP). www.msucoc.org/coefep.html The current Faculty Evaluation Plan was developed by members of a College of Education Committee comprised of two-faculty members from each department. This was done to bring consistency to the faculty evaluation process. All faculty had opportunities to provide feedback about the plan and voted to approve the final version of the document prior to its implementation.

Each faculty member receives written feedback addressing individual strengths and weaknesses. Strengths and weaknesses are based on the performance expectations established in the FEP. When a weakness is cited, a process or expectation for improvement is included. The annual Performance Based Salary Increase (PBSI) for each faculty member is based on the results of his or her evaluation (A more detailed description of faculty evaluation and development is described in Standard 5: Element 6).

Element 2: Data Collection, Analyses and Evaluation

The entire university maintains a continuous assessment procedure of which the Educational Services Unit assessment is a part. The Unit maintains an assessment system, and it is used to provide regular and comprehensive information on applicant qualifications, candidate proficiencies, competencies of graduates, unit operations, and program quality. Using multiple assessments from internal and external sources, the Unit collects data from applicants, candidates, graduates, faculty, and members of the professional community and uses digital technology to store and analyze that data.

The Unit maintains a number of different computer-mediated databases and report forms. With guidance from the Standards II Committee, the University's Institutional Research and Computer Application department has consolidated all the data into one user-friendly report form that recently became available to all program assessment coordinators and department chairs through the University's AIMSWEB interface. With the aid of the Unit's Assessment Coordinator, the Unit is implementing its assessment system to provide regular and comprehensive data on program quality, Unit operations, and candidate performance at each transition point and at the end of the first year of practice (Internship Year). Data are regularly and systematically collected and compiled, summarized, analyzed, and shared for the purpose of improving candidate performance, program quality, and Unit operations. The Unit is developing and testing different information technologies for collecting and analyzing data (e.g., facilitate.com).

The Continuous Assessment Plan identifies the candidate data that are to be collected. The Undergraduate and Graduate Degree Transition Points Documents provide a comprehensive overview of the timing of the data collection points in the program, a list of the data that are to be considered at each transition point, the person or group who is responsible for making decisions about a candidate's continued progress through a program, and the identification of the system for communicating the decision to the candidate.

Data are collected for initial teacher candidates upon admission, prior to clinical practice, during clinical practice and upon completion of the program. Experienced teachers, school guidance counselors, and administrator data are collected upon admission, to determine eligibility to sit for the exit exam(s), and at program completion. The standard used to determine success in relation to each evaluation is articulated in the appropriate Undergraduate (**Documents Room: 1.3**) or Graduate Catalogue www.moreheadstate.edu/units/graduate/grad-cat03/, on an official candidate check sheet www.msucoc.org/programs.html, and in the Teacher Education Program Policies Handbook <http://www.moreheadstate.edu/units/colleges/education/esu/>.

At both the undergraduate and graduate levels there are multiple indicators, multiple assessments, and multiple transition points used to determine candidate eligibility to continue through a program. The Unit uses information from internal sources. Course syllabi outcomes or assessments are aligned with state or learned society performance standards and the NCATE Themes. www.msucoc.org/syllabi.html The formative and summative evaluation procedures described in course syllabi, are in turn aligned with these objectives.

Candidate portfolios artifacts are selected from course assessments and aligned with state standards as evidenced in the Exit Portfolios. (**Documents Room: Candidate Work Exhibit**) The evaluative rubrics for candidate portfolios are also aligned with appropriate state standards. www.moreheadstate.edu/units/colleges/education/esu/ The Unit also uses information from external sources such as state licensure exams, PRAXIS scores, cooperating teacher

evaluations of student teachers, employers surveys, and Kentucky Teacher Intern Program evaluations of graduates.

All data pertaining to initial candidates is currently maintained in the Education Services Unit (ESU). A professional staff member enters data when recommended by the UPAC. Once data are part of the system they are collected on a regular cycle to permit both longitudinal and cross-sectional analyses. The assessment coordinator oversees all aspects of data entry, analysis, and distribution. The items selected for consideration during transition point evaluation represent the candidate's ability to demonstrate knowledge, skills or dispositions that are critical for success as a new or experienced teacher, school guidance counselor, or administrator. Maintaining confidentiality of all individual data is a constant concern. Data are reported only in aggregate format. Legal and ethical guidelines shape the work of the Assessment Coordinator and UPAC committee.

The fairness, accuracy, and consistency of data derived from instruments and rubrics that the MSU faculty members have designed have been assured through the pilot study process. At the end of each pilot to develop instruments, input about implementation, rubric descriptors, score sheets, and/or minimum required scores has been solicited from faculty members. Comments, suggestions, and problems that were communicated by the respondents were addressed by the members of the committee that produced the instruments. Adjustments were made and revised documents have been implemented during the next evaluation/assessment cycle.

During instrument pilot studies, candidates' or graduates' scores are not used as criteria for evaluating progress through or exit from the program. The following rubrics have been developed, tested and implemented since the 1998 reaccreditation visit: Initial Preparation - Disposition Rubric and Exit Portfolio Rubric. Individual Graduate Masters Degree Programs have developed customized Disposition Rubrics, Program and/or Practicum Portfolios Rubrics. These can be reviewed at <http://www.msucoe.org/assess.html>

NCATE Data Portfolio

The "NCATE Data Portfolio" is part of this report and contains the following data tables and summaries:

1. Admission to Program Data Summaries, 2000 – 2003
2. Summary Descriptive Statistics of Disposition Ratings 2001-2003
3. PRAXIS scores 1999-2002
4. Standards-Based Evaluation of Student Teachers, Spring 2003
5. Standards-Based Student Teacher Evaluations of the Program 2000-2003
(Including an in-depth quantitative/qualitative study of technology use in 2003)
6. Performance of Graduates on the Kentucky Internship Program Evaluation 1999-2001
7. Standards-Based Evaluation from the Educational Professional Standards Board
8. National Database Teacher Education Follow-up Alumni Survey (data available September 1, 2003)

9. Results of Exit Exams for Graduate Programs in the College of Education 1998-2002
10. Faculty Integration of Technology Data 2002

The following are some preliminary analyses of Admission and Completion Data.

Undergraduate Candidates: Admission to Teacher Education Program Data 2001-2003

Tables 2.3 through 2.4 below present summaries of selected entrance data for the Teacher Education Program admissions for the years 2001-2002 and 2002 -2003. The data in these tables include means and standard deviations for grade point averages (GPA), means and standard deviations for the number of course hours completed at the time of admission (HRS), and means and standard deviations for ACT scores.

Table 2.3: Entrance Data for the Teacher Education Program Admissions 2001-2002

2001-2002				
Department	N	Mean (SD) GPA	Mean (SD) HRS	Mean (SD) ACT
Agriculture	1	4.00 (N/A)	81.00 (N/A)	24.00 (N/A)
Agricultural & Human Sciences	5	3.10 (0.11)	98.00 (37.03)	21.40 (2.07)
Art	4	3.05 (0.16)	136.50 (55.69)	22.25 (0.50)
Biology	2	3.31 (0.37)	97.50 (37.48)	21.00 (0.00)
English, Foreign Language & Philosophy	8	3.44 (0.38)	115.88 (47.42)	22.63 (1.30)
Elementary, Reading, and Special Education	153	3.23 (0.42)	113.82 (30.86)	21.94 (2.00)
Geography Government & History	13	3.05 (0.29)	107.85 (26.37)	22.23 (1.17)
Health and Physical Education	10	3.03 (0.46)	126.80 (35.59)	21.50 (2.22)
Industrial Education & Technology	1	2.69 (N/A)	176.00 (N/A)	22.25 (N/A)
Information Systems	4	3.07 (0.64)	124.75 (10.78)	22.25 (1.89)
Information Technology	0	0.00	00.00	00.00
Mathematics	5	3.37 (0.25)	116.80 (18.10)	24.00 (3.16)
Music	22	3.23 (0.37)	130.68 (20.49)	22.79 (2.95)
Physical Sciences	10	3.03 (0.46)	126.80 (35.59)	21.50 (2.22)
Total	229	3.22 (0.41)	116.11 (31.33)	22.08 (2.06)

Table 2.4: Entrance Data for the Teacher Education Program Admissions 2002-2003

2002-2003				
Department	N	Mean (SD) GPA	Mean (SD) HRS	Mean (SD) ACT
Agriculture	1	2.96 (N/A)	52.00 (N/A)	20.00 (N/A)
Agricultural & Human Sciences	5	3.46 (0.44)	79.20 (30.99)	22.80 (3.03)
Art	8	3.35 (0.47)	82.29 (16.98)	21.43 (2.99)
Biology	5	3.34 (0.46)	82.40 (15.42)	24.20 (1.64)
English, Foreign Language &	12	3.20 (0.37)	90.92 (23.11)	22.55 (2.07)

Philosophy				
Elementary, Reading, and Special Education	143	3.27 (0.41)	92.03 (31.62)	22.22 (2.08)
Geography Government & History	11	3.06 (0.33)	112.82 (31.62)	21.91 (2.26)
Health and Physical Education	4	3.08 (0.39)	107.50 (17.46)	21.50 (2.89)
Industrial Education & Technology	1	3.20 (N/A)	61.33 (N/A)	22.00 (N/A)
Information Systems	7	2.96 (0.43)	116.14 (37.24)	21.43 (2.57)
Information Technology	1	3.19 (N/A)	104.00 (N/A)	24.00 (N/A)
Mathematics	1	3.85 (N/A)	143.00 (N/A)	27.00 (N/A)
Music	7	3.31 (0.35)	103.62 (22.71)	20.49 (3.09)
Physical Sciences	0	0.00	00.00	00.00
Total	206	3.25 (0.41)	93.65 (30.87)	22.25 (2.21)

Note: An analysis of variance (ANOVA) procedure was used to test for statistically significant ($p < .05$) differences by means of GPA, ACT, and HRS by year. There were no statistically significant differences by mean GPA or mean ACT by year. However, the analysis of variance (ANOVA) revealed a statically significant difference by the mean number of course hours completed at the time of admission by year, $F(2,642)=46.32, p < .05$. The mean number of course hours completed at the time of admission for 2000 (121.83) and 2001 (116.11) were significantly greater than the mean hours for 2002 (93.65). Thus, although students for the years 2000, 2001, 2002 had the same mean grade point averages (GPAs) and mean ACT scores, they completed significantly fewer mean course hours prior to admission in 2002 than the candidates admitted in 2000 and 2001. This analysis offers evidence that candidates were either more focused in applying for and obtaining admission to the TEP or were able to obtain the required GPA in fewer course hours.

Undergraduate Candidates: Completion of Teacher Education Program Data 2001-2003

Tables 2.5 through 2.6 below present summaries of some data for candidates completing the Teacher Education Program for the years 2001-2002, 2002-2003¹. The data in these tables include means and standard deviations for grade point averages (GPAs) and means and standard deviations for ACT scores.

¹ 2002-2003 data are best described as "Data to Date: July 22, 2003." Data for the 2002-2003 academic year are collected through the end of summer sessions. Caution must be used when comparing this table with completed tables available in late fall 2003.

Table 2.5: Mean GPA and ACT Scores for Candidates Completing in 2001-2002

Department	N	Mean (SD) GPA	Mean (SD) ACT
Agricultural & Human Sciences	7	3.31 (0.23)	21.24 (2.67)
Art	4	2.97 (0.30)	22.00 (0.82)
Biology	2	3.56 (0.62)	23.50 (2.12)
English, Foreign Language & Philosophy	9	3.37 (0.36)	22.78 (1.99)
Elementary, Reading, and Special Education	140	3.35 (0.34)	22.06 (2.51)
Geography Government & History	8	3.26 (0.31)	22.13 (1.73)
Health and Physical Education	9	2.96 (0.22)	22.00 (2.60)
Industrial Education & Technology	3	3.40 (0.12)	22.23 (2.31)
Information Systems	5	3.34 (0.40)	20.80 (1.64)
Mathematics	6	3.33 (0.20)	22.50 (1.87)
Music	6	3.30 (0.41)	23.27 (3.66)
Total	203	3.32 (0.34)	22.13 (2.48)

Table 2.6: Mean GPA and ACT Scores for Candidates Completing in 2002-2003²

Department	N	Mean (SD) GPA	Mean (SD) ACT
Agriculture	1	4.00 (N/A)	24.00 (N/A)
Agricultural & Human Sciences	5	3.54 (0.15)	22.80 (3.56)
Art	3	3.45 (0.35)	22.33 (0.58)
English, Foreign Language & Philosophy	8	3.49 (0.41)	24.29 (2.43)
Elementary, Reading, and Special Education	119	3.50 (0.33)	21.75 (2.39)
Geography Government & History	10	3.39 (0.47)	22.44 (1.33)
Health, and Physical Education	11	3.30 (0.31)	21.55 (2.02)
Industrial Education & Technology	1	.	21.00 (N/A)
Information Systems	3	3.41 (0.49)	23.00 (2.00)
Mathematics	2	3.97 (0.01)	24.50 (0.71)
Music	13	3.27 (0.27)	21.92 (2.54)
Total	174	3.47 (0.34)	21.99 (2.36)

² Please see Footnote #1 on previous page.

Graduate Candidates: Exit Examination Results

Table 2.7: Counseling Program Exit Examination Master of Arts In Education Pass/Fail Rates 1998-2002

Academic Year	Number of Takers	Number Passing	Number Failing
1998-1999	41	41	0
1999-2000	36	36	0
2000-2001	45	42	03
2001-2002	43	35	* 08
2002-2003	37	29	* 08

**Note: Higher failure rate attributable to the adoption of the 70% criterion rather than the 60% formally used.*

Data from MSU Testing Center 501GH

Table 2.8: Exit Exam Data For ERSE Graduate Programs

PROGRAM	2001-2002			2002-2003		
	# tested	# passed	pass rate	# tested	# passed	Pass rate
Master of Arts in Elementary Education – P-5	17	17	100%	24	23	95.8%
Master of Arts in Middle Grade Education – 5-9	11	11	100%	9	9	100%
Master of Arts in Education w. Reading/ Writing Specialist Endorsement	5	4	80%*	4	3	75%*
Fifth Year Program for Teachers Certified in P-5	38	37	97%	42	42	100%
Fifth Year Program for Teachers Certified in 5-9	10	10	100%	3	3	100%
Rank I in Elementary Education	New program; no completers			5	5	100%
Education Specialist Degree in Curriculum and Instruction	2	2	100%	3	3	100%
Master of Arts in Special Education	Only one student has failed the test during this time period.					
Rank I for Teachers of exceptional Children	All who have taken the test have passed during this time period.					

Instructional Leadership Exit Exams

Students pursuing certification as a school principal are required to pass two exams; the School Leader's Licensure Assessment (SLLA) and the Kentucky Principal's Test (KYPT). Morehead State University has had a 100% pass rate on the SLLA. The pass rates for the last three years on the KYPT are shown in the Table below.

Table 2.9: LSE Student Pass Rate For The Kentucky Principal's Test

Year	Number	Pass Rate
1999 – 2000*	62	95%
2000 – 2001	85	71%
2001 – 2002	94	92%

**Note:* EPSB discontinued the use of providing some study guide information following the 1999-2000 test administration.

Table 2.10: Secondary Education Graduate Program Data

Program Data	1998-99	1999-00	2000-01	2001-02
# Grad Students Admitted	76	80	66	55
# Grad Students Enrolled in Program Courses	19	80	87	109
# Grad Degrees Conferred	32	39	37	29
Fifth Year Program	5	0	4	4
Rank I Status Conferred	6	7	5	3

Table 2.11: Department of Health, Physical Education and Sport Sciences Graduate Candidate Performance on Required Exit Exams

Academic Year	Written Exam		Oral Exam		Following Retake	
	Pass	Fail	Pass	Fail	Pass	Fail
1998-1999	14	0	13	1	14	0
1999-2000	10	0	9	1	9	1
2000-2001	9	1	9	0	9	1*
2001-2002	7	1	7	0	7	1*
Totals	40	2	38	2	39	2

* *Candidates must successfully complete the written exam to be eligible to sit for the oral exam.*

Record of the Formal Process Used to Handle Candidate Grievances

Undergraduate Candidates

The process for recording and documenting candidates' formal complaints is described on *page 36 of the Morehead State University 2002-2003 Undergraduate Catalogue*. It is suggested that the candidate first contact the instructor of the course. If the candidate feels that it is not practical to contact the instructor, the candidate may present the complaint to the chair of the department to which the instructor is assigned. Prior to action by the department chair, the candidate will be required to complete a Student Grievance Form, available in the Office of the Provost. The candidate should then return the completed Student Grievance Form to the department chair. The department chair and the college dean will review the grievance and attempt to mediate a settlement. Records

of all meetings, including recommendations by the department chair and college dean are sent to the Provost and to all parties concerned. The Provost is responsible for enforcing the committee's decision.

Graduate Candidates

The procedure for academic grievance by graduate candidates is outlined in four steps in *the MSU 2002-2003 Graduate Catalog on pages 39-40*. In summary the steps are: (1) the student discusses the complaint with the person involved (timelines provided). If the complaint is not resolved at this stage the student has 30 days to file a formal complaint. (2) If the question is not resolved at the instructor level, the student may present the question to the chair of the department. Prior to any action by the department chair, the student will be required to complete a Student Grievance Form (available from the Provost's Office). The department chairs and the college deans recommended solution must be considered by the student. Records of the meeting between the student, chair, and dean are sent to the Provost and to all parties involved. (3) If the recommendations presented by the department chair and the college dean are not acceptable to the student, he or she may appeal to the Graduate Committee. The Graduate Committee's decision, after a fully documented hearing process, is forwarded to the Provost. The Graduate Committee's decision is final.

Element 3: Use of Data for Program Improvement

The State of Kentucky and Morehead State University require the use of standards-driven, performance-based assessments to determine the quality of educator preparation programs. These data are collected, analyzed, and presented to continually inform all teacher, school counselor and school administrator preparation programs at MSU.

The Nichols Five-Column format is used to inform the annual program review and reporting process. This two-step process requires the production of an Assessment Report and an Assessment Plan. The Annual Report focuses on the use of data to document the extent to which candidates fulfilled that year's Assessment Plan. Assessment Plans are developed annually and these reflect program changes that have been made to improve candidate performance or new or revised standards.

The annual assessment reporting process begins when each department chair receives data from the Certification Officer (September 15th is the target date). The chair then distributes the data to the appropriate faculty committee. The members of the faculty analyze the data to determine program strengths and weaknesses in light of the assessment results set in the Program Assessment Plan. When candidate performance falls below the target assessment results the faculty develop a plan to implement a program change, that when implemented, to improve candidate performance. The plan or change is articulated in the next year's Program Assessment Plan. Program faculty members are expected to establish a timeline and process for implementing all changes. All Assessment Reports and Plans are reviewed by the respective department chairs and

deans and then forwarded to the provost for approval. www.msucoc.org/programs Appendix A

All initial certification program faculty review candidate performance on the PRAXIS Content Area and Pedagogy of Learning and Teaching exams as a means for determining program strengths and weaknesses. To provide faculty with the most meaningful data, all candidates are now required to bring a copy of their test results (including subscale scores) to the Educational Services Unit prior to clinical practice.

www.moreheadstate.edu/units/undergraduate/cat02-03/ This makes it possible to collect and distribute aggregated candidate performance data for each section of each test. Thus, program faculty members now have complete and meaningful performance data to consider when determining the strengths and weaknesses of the program in preparing candidates for success on PRAXIS. An additional benefit for this policy relates to the feasibility of advisors meeting with candidates to create a remediation process prior to leaving campus for clinical practice.

When a program's pass rate falls below the 80% pass criteria on one or more PRAXIS Exam(s), the faculty are required to develop a report that, among other things, explains the results, sets forth a plan to improve candidate performance, and includes an implementation schedule. This report is reviewed by the Dean of the College of Education, Department Chairs, Program Faculty, and members of the Educational Professional Standards Board (**Document Room: PRAXIS Low Performance Reports 2.3**).

Another example of how data were used to promote program change occurred as part of the "Teaching the Teachers of the 21st Century" Task Force work. Feedback from student teachers on the Student Teachers' Evaluation in 1998 was considered when evaluating the initial teacher preparation programs. The review resulted in recommendations to revise the Secondary Professional Education Core Courses. The Executive Committee for the Transformation of Teacher Education included an objective linked to this recommendation in the Transition Team Plan. As a result, the Secondary Professional Education Core has been revised and all changes will have moved through the University curriculum revision process www.moreheadstate.edu/units/undergraduate/ by Fall 2003. (**Documents Room: ECTTE Information 1.7**)

Beginning Spring Semester 2003, each candidate's performance in relation to each New Teacher Standard was evaluated by either the Student Teacher Record of Performance or the Kentucky Teacher Intern Program (KTIP) Observation Instrument by both cooperating teachers and university supervisors. The data were not coded by program and disaggregation by program was, thus, not possible. Aggregated data are presented in the Data Portfolio (Tab 4). The results will be shared with and reviewed by teacher education program faculty. This data will provide an additional source for determining program strengths and weaknesses and potentially lead to suggestions for program change.

The Executive Committee for the Transformation of Teacher Education will continue to meet until all of the goals and objectives linked to the transformation of teacher education have been accomplished. In addition to meeting, this group will continue to monitor its

process and progress and revise the annual Transition Team Plan accordingly to ensure that all aspects of teacher education reform are in place.

It is the intention of the Unit to continue to refine all aspects of our Continuous Assessment Plan. Expanding the types of data collected, aggregated, analyzed, and distributed will increase the data available for use by faculty to improve educator preparation programs. The goal is to discover factors that contribute to optimal candidate performance. It is assumed that strong preparation programs and faculty are essential. Continuous assessment is central to on-going quality control.

STANDARD 3: Field Experiences and Clinical Practice

This 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 the Unit and School Partners

Collaboration between the Unit and its school partners is present in all certification programs at the initial and graduate level. The Unit and its partners in 30 school systems throughout the service region share resources and expertise to provide opportunities for field experiences, clinical practice, internships, and professional development for candidates, teachers, administrators and other school professionals at the initial and graduate level. **(Documents Room 801GH: Field Experience Logs; Student Teacher Placement Notebooks; Internship Database)**

The review of methods courses and field experience by the Teacher Reform Task force and the Executive Committee for the Transformation of Education led to a challenge to increase partnerships between the Unit and the public schools. The Unit has worked, particularly in the last two years, to improve partnerships with public schools by identifying a cadre of teachers who regularly work with our field experiences and bringing them together with university teacher education faculty for training, feedback, and planning of field experiences. With state Action Agenda funds, partnering public school teachers (designated as “clinical faculty”) have received stipends and university faculty have received either stipends or Palm handheld computers for their partnership efforts. Feedback has been excellent, and we plan to continue these partnership activities indefinitely. **(Documents Room: Field Partnership Information 3.1)**

Additionally, the Unit has expanded its professional development schools relationships at off-campus centers. Clinical faculty who work with our Center in Ashland participated in a partnership event similar to the ones held on campus, and the Department of Elementary, Reading, and Special Education developed a new partnership with Johnson County Schools for candidates at the Big Sandy Center in Prestonsburg. **(Documents Room: Partnership Agreements 3.2)**

In addition to these changes, the Unit has developed an on-going process for assessing student dispositions as they go through field experiences. At all levels of field experiences, university faculty and clinical faculty have the opportunity to evaluate candidates on eight dispositional characteristics using newly developed instruments. New procedures provide for problems to be identified and addressed prior to and during clinical student teaching and give clinical faculty input into that process.
www.msucoe.org/dispositions.html

Two high profile projects have influenced MSU's field experience partnerships, both directly and indirectly. MSU's Preparing Teachers to Use Tomorrow's Technology

(PT3) Program included the development of the Multi-Media Collaborative Project (MMP), a partnership between public school practitioners from five school districts and faculty and teacher education candidates, in which multi-media collaborative projects are produced to increase the technology skills of practitioners, faculty and teacher education candidates. Teacher education candidates design instructional sequences with an assigned teacher coordinated in the content areas and teach lessons. **Documents Room: PT3 information 1.12** or go to the www.ed-u-tech.net

Additionally, Professors in the Schools Fellowships (PSF) provide faculty an opportunity to work directly with practitioners in the development of lesson plans and supports modeling of effective teaching practices from the public school environment in their classrooms. While these fellowships include faculty from all across campus, many are teacher educators whose partnerships with the schools have directly influenced field experience coordination and assignments. **(Documents Room: Professors in the Schools Reports: 1.14)**

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

Field and clinical experiences at the initial and advanced level are an essential component of the Unit's teacher preparation program at Morehead State University. Teacher education candidates are involved in quality field experiences that integrate content and pedagogy. Carefully structured placements allow teacher candidates, administrators and other education professionals to apply theoretical constructs and research-based practices in authentic settings. Performance tasks completed in clinical settings promote reflective thinking regarding effective teaching practices and the application of the New Teacher Performance Standards. **(Documents Room 801GH: Memorandum of Agreement; Teacher Education Program Handbook)**

Almost all graduate students enrolled in traditional educator preparation programs are teaching or working in a school setting. Since they work during the day, the field experiences required for graduate classes are generally projects they complete in their classroom or in their school. While almost all education classes have projects or required activities that are designed to relate the content taught to the "real world of the classroom," each program has one or more classes that, because of the nature of the subject content, have an important focus upon working in schools. These courses are identified for each program and the number of hours estimated for completion of required field experience projects/activities is provided in course syllabi.

www.msucoe.org/syllabi.html

In addition to those traditional graduate programs, the Unit has new Alternative Route to Certification Programs referred to as MAT programs. Over half of the candidates in these programs are teaching in public schools on Temporary Provisional Certificates and have the same opportunities for field activities in their own classrooms that other graduate students have. Those MAT students who are not yet teaching complete their field experiences through field assignments similar to those used in undergraduate classes.

In the last three years, significant steps have been taken improve the sequencing of undergraduate field experiences. Pre-student teaching field experiences were divided into three specifically defined levels with target numbers of hours for each and a process was begun to identify which courses would include field experiences at each level. See Table 3.1 below.

Table 3.1: Planned Field and Clinical Experience Sequence

Level	Courses	Primary Activities
Level IV Field Experiences	Clinical Practice Semester	Full responsibility for classroom
Level III Field Experiences	Advanced and Content-Based Methods Courses. Examples: AGR 470, ART 300, 321 BIO 485, BIS 499C EDUC 333, 576, ENG 382, 500 FRN, SPA 405, HIST 499 HLTH 300, 304, 377, HS 388, 470 IET 392, 393, MTH 373, 374 MUSE 325, 335, 336, 375, 376 PHED 300, 303, 475	Guided Observation Tutoring Working with small groups Whole class and large group teaching Teaching full period
Level II Field Experiences	Applied theory classes and introductory pedagogy classes in content disciplines. Examples: EDSE 311, 312, 333 EDSP 332	Content Specific Observation Tutor small groups Whole class instruction
Level I Field Experiences	Education/Theory Courses: EDF 207 EDF 211 EDSP 230	General Observation Tutoring Aiding, grading Attend school board meeting Site Based Council Meeting

In all programs, initial field experiences are heavily weighted toward structured observation, one-on-one tutoring, and classroom aiding - rich learning experiences in the real world of teaching, but ones that require little expertise and professional maturity on the part of teacher education candidates. The expertise and maturity demanded increases in the second level experiences, and by the third level, it is our goal that candidates spend a significant amount of time working with whole-class size groups.

The sequence is maintained through the prerequisites for the courses with which field experiences are associated. For example, Foundations of Education, Human Growth and Development, and Education of the Exceptional Child (with their associated field experiences) must be taken prior to Learning Theories, which must be taken prior to

Foundations of Reading, which must be taken prior to the teaching methods courses. In all, teacher education candidates are required to complete pre-set number of field experiences prior to the clinical practice.

<http://www.moreheadstate.edu/colleges/education/esu/>

The field hours are planned participations or observations in the public school classroom or other appropriate setting. Field experiences include reflective teaching, tutoring, the application of technology to learning situations, and simulations on the computer. Candidates experience hands-on application, instructional planning, and actual teaching of large and small groups of students. A performance evaluation is completed on the field experiences of each candidate.

The departments determine the field experience hours, which correlate with the model and are cited in the clinical and field tables in each Program Review document. www.msucoe.org/programs.html Course syllabi identify the nature of candidate's experiences that result in readiness to demonstrate proficiency in relation to each New or Experienced Teacher Standard, institution, or program guidelines. Guidelines and requirements are kept in the Educational Service Unit. Field Experience logs are submitted by the faculty to the Coordinator of Field Experiences to be added to the candidate observation hour database. This database provides easy access to verify the number of hours completed by each initial candidate prior to the Clinical Practice. Graduate candidate field experiences are logged and evaluated by the course instructor. **(Documents Room 801GH: Field Experience Log)**

As noted above, field experiences during the first three tiers are designed to prepare candidates to be effective teachers as is demonstrated during the Clinical Practice semester. Teacher education candidates are placed in the public schools for single or split assignments for a twelve to fourteen week clinical teaching experience. Cooperating teachers are selected through recommendations of university supervisors, principals, student evaluations of cooperating teachers, and the Education Professional Standards Board (EPSB) and KDE guidelines. The Clinical Practice Handbook **Documents Room: 3.4 Clinical Practice Handbook p. 23** or www.moreheadstate.edu/units/colleges/education/esu/ contains the requirement guidelines and evaluation instruments pp.57, 86-91, 103)

Clinical practice requires teacher education candidates, in all content areas, to complete 12-14 weeks of monitored practice. Teacher education candidates are placed under the supervision of an experienced practitioner and a university supervisor. Candidates are expected to demonstrate and document their knowledge and skills in relation to each of the nine Kentucky New Teacher Standards and level of proficiency is documented through a rubric-based exit portfolio (**Documents Room: Clinical Practice Handbook, p 57**) and KTIP observation scores (**Documents Room: Data Portfolio- 2.1 Tab 6**). Dispositions are assessed using the MSU Disposition Evaluation Rubric and expectations articulated in the Kentucky Personnel Code of Ethics mark acceptable progress in each of the standards. Observation Scores, Disposition Rubric Scores, and exit portfolios document the candidates' progress. (**Documents Room: Data Portfolio: 2.1 Tab 6 and Candidate Work Exhibit**)

Teacher education candidates participate in a capstone course (EDSE 499c, EDMG 499c, PHED 499c, HLTH 499c) delivered in the form of a seminar, and it is taken concurrently with the Clinical Practice Course. Seminar topics are designed to prepare candidates for the clinical experience with a review of assignments (lesson plan formats, four KTIP or Student Teacher Record of Performance observations by the MSU Supervisors and Cooperating Teachers, observations, and growth plans) and digital portfolio requirements. Workshops are also included and these address topics such as classroom management, classroom technology, discipline, school law, and school safety. MSU supervisors also use these seminars as a way to handle candidate concerns related to classroom effectiveness. Exit Portfolio Assessment is also part of the capstone.
www.msucoe.org/syllabi.html

The university supervisor and the cooperating teacher evaluate candidates at the midpoint and end of the clinical experience. The assessments address the candidate's dispositions, knowledge base, and teaching skills that are embedded in the MSU Conceptual Framework and Kentucky New Teacher Standards. Examples of assessment instruments are the KTIP Instrument (4 required), Student Teacher Record of Performance (modified using KTIP indicators (Cooperating teachers may complete 2 of these and 2 KTIP), Summative Evaluation Digital Portfolio, portfolio check-list, a summative portfolio evaluation instrument, Digital Portfolio Rubric Evaluation, and disposition evaluations. Observations and assessments are shared with the candidate throughout the semester to determine professional growth and to document progress.

The number of placements vary, for example: candidates seeking certification in P-12 (Health, Physical Education, Music, Art, Spanish and French, and Theater) are required to have dual placements. Candidates seeking 5-12 (Technology Education, Agriculture and Business) certification are assigned to dual placements. When possible, Special Education candidates are scheduled for six to twelve weeks in conjunction with primary or middle grades depending on certification area, and candidates with an area of concentration in LBD or MSD complete their clinical practice in the area of certification. Candidates completing the Middle Grade certification split dual placements based on their academic components. Elementary Grades (P-5) candidates are scheduled in a P-5 setting for the entire experience, and IECE candidates are scheduled for clinical practice in an early childhood setting.

Clinical practice experiences are normally completed within MSU's service region, but through special partnerships, they are sometimes done in Jefferson County, Kentucky and Sunderland, England. The latter involves close supervision by faculty at the University of Sunderland, and a one-week visit from an MSU supervisor. (**Documents Room 801GH: Partnership Agreements for Clinical Practice 3.5**)

The process for determining a candidate's placement(s) involves an interview with the Coordinator of Clinical Experiences, the consideration of faculty member recommendations for placements, and the availability of appropriate cooperating teachers. (**Documents Room 801GH: Forms: Notification of Placement; Cooperating Teacher Contract; Clinical Practice Handbook; Confirmation of Placement**).

The clinical semester is the capstone experience prior to the candidates entering the Kentucky Teacher Internship Program (KTIP). Graduates must successfully complete the internship year prior to certification. To better ensure graduate success the Unit has chosen to model candidate assessments to reflect those required during internship program. In addition, all university supervisors and approximately 42% of all cooperating teachers have received KTIP training. (**Documents 801GH: Cooperating Teacher Background**)

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

All candidates must demonstrate the knowledge, skills and dispositions for teaching prior to placement in clinical practice. On-going assessment of candidate progress is evaluated at specified transition points throughout both the initial undergraduate level and advanced graduate programs. At the initial, undergraduate level, four transition points have been identified: 1) admission to the Teacher Education Program (TEP), 2) admission to the clinical practice semester, 3) completion of the clinical practice semester, and 4) program completion. Three transition points are identified for advanced, graduate level candidates: 1) admission to a program, 2) eligibility to take required departmental examinations, and 3) program completion. The specific requirements that must be fulfilled at each juncture are articulated in the Undergraduate Transition Points Document and the Graduate Degree Transition Points Document www.msucoc.org/ttp.html or pages 40 and 41 of the IR).

Knowledge base preparation is documented through the achievement and maintenance of a minimum of a 2.5 GPA to be eligible for admission to, and continued progress through the teacher education program. The skills essential for effective teaching are demonstrated through candidates' performance on a variety of course-related formative and summative assessments and reflected in the final grade. Dispositions are assessed by MSU faculty and clinical faculty in public schools throughout their field experiences and appropriate dispositions must be demonstrated (scoring 13 or more points of the DESS) to be eligible for clinical practice. (See p. 33 Standard I Element 6 for detailed discussion of process.)

In the initial teacher preparation programs, continuous assessment of candidates' knowledge, skills and dispositions begins with the admissions process. Through all phases of the program, assessments continue as candidates complete performance tasks, reflection assignments and portfolio reviews. Before TEP admission and before admission to clinical practice, candidates are individually interviewed. Portfolios are evaluated at admission to the TEP and at clinical practice completion.

Clinical practice provides candidates the opportunity to demonstrate their knowledge and sharpen their beginning teacher skills in carefully selected real world classroom settings. Their performances are evaluated by highly qualified, experienced practitioners and their university supervisors. Through sharing of KTIP Observation Instruments and other assessments, including disposition evaluations, completed throughout the clinical practice

semester, candidates receive feedback regarding their performance and guidance for improvement where indicated. Candidates must submit a portfolio (notebook and digital) of documents that provide evidence of their performance and address each area of the New Teacher Standards. Evaluation of candidates is based upon their classroom performance, reflections and presentation of their portfolios with all required standards successfully represented. **(Documents Room: Clinical Practice Handbook Exit Portfolio 3.3)**

At the end of their programs, candidates must have a GPA of 2.5 or better overall and in their certification areas. Candidates may complete their programs and graduate without obtaining passing scores on the PRAXIS tests required for their certifications. However, candidates not obtaining passing scores are identified prior to program completion and offered assistance with remediation and mentoring through the re-testing process.

Throughout the programs, the Unit employs multiple assessment approaches (formal and informal) to evaluate candidates' learning and effect on student learning. These include observations, reflection logs, portfolios, creative projects, traditional testing, formal writing, and role playing. Many of these are directly related to field experience activities. Reflection has been a long-running theme in the Unit's field experience activities - beginning with reflective peer teaching activities and field logs in Foundations of Education (EDF 207) and continuing through the clinical practice semester.
www.msucoe.org/syllabi.html

Most field experiences for candidates are in schools and other education settings in the local community of Rowan County that has only two minority teachers of a total of 200 teachers, and only a small minority student population. This presents no small challenge when it comes to providing candidates with culturally diverse field experiences. One solution is to try to place students in other counties as much as possible. In 2002, for example, the Unit placed candidates for their clinical experiences in 29 Kentucky counties other than Rowan, and in the state of Ohio, with 7.3% of candidates being placed in the targeted counties of Fayette and Jefferson, and a further 20.5% placed in Mason and Montgomery counties where the minority population is larger than the regional average. **See Census Data p.73 of IR.**

Of course, learning exceptionalities cross all cultural lines, and we have no difficulty making sure that all candidates receive exposure to a wide range of individuals with disabilities. In every public school field experience candidates will deal with the realities of wide ranging student abilities. The field experiences associated with *EDSP 230, Education of Exceptional Children*, *EDSP 332, Teaching the Exceptional Student*, and at the graduate level, *EDSP 601, Survey of Exceptional Students* focus heavily on these diversity issues. www.msucoe.org/syllabi.html or **Documents Room: Candidate Work Exhibit**

Standard IV: Diversity

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

Introduction

The Professional Education Unit is committed to preparing candidates who are ready to teach in a multicultural and ethnically diverse world, and who are prepared to meet the needs of all students, including those with special needs, and those whose primary language and religious affiliation differs from the majority. The Unit's commitment to its candidates and others it serves is consistent with and reflective of Morehead State University's Goals of General Education for all students, and the university's core value of being "a culturally diverse organization dedicated to the personal worth of its members" See www.moreheadstate.edu/units/budgets/plan/mission.html . As a foundation for general education these goals include two that are specifically diversity-related: 1) *Candidates will be expected to demonstrate the ability to recognize and value the multicultural nature of American society and respect the rights of all citizens;* 2) *Candidates are expected to analyze global issues in the context of cultural diversity.* The clear intent then is that the education candidates' experience at the university should lead to an understanding of and respect for the cultural diversity within American society and the world. The goals clearly imply that their personal and professional development should be influenced by those qualities found through knowledge about and interactions with not only the familiar, but also with the diverse nature of local, national, and international society.

Within the context of the university's broad goals, the Unit is committed to producing candidates who understand the role of diversity and equity in teaching and learning, and who can provide the instruction that permits all students to learn. Many courses throughout the Unit engage candidates in curricula that present a multicultural perspective of the world in which we live and learn, and that help candidates develop dispositions that respect and value differences that are necessary for working in the diverse settings of schools in the 21st century. To this end, in the past year the Unit has adopted and implemented a dispositions continuous assessment process that specifically asks faculty members to evaluate a candidate's "sensitivity to differences".

www.msucoe.org/dispositions.html The criterion for the most desired level of a candidate's disposition regarding sensitivity to differences refers to "...*consistently proactive in responding to diversity. Is consistently fair in the treatment of students and designs learning activities that empower all students.*" By clearly espousing the expected dispositions of its candidates, the Unit also accepts its responsibility to provide learning environments throughout its programs that nurture those dispositions through the productivity of its faculty in the university classroom, in field experiences, and culminating in the professional clinical experience.

Part of the faculty members' work involves the planned use of the dispositions assessment instrument as a developmentally sensitive continuous measurement of a candidate's dispositions for teaching, and as such clearly articulates and implements the Unit's conceptual framework of "Educators as Architects." For example, in the Department of Elementary, Reading, and Special Education, the assessment process begins during a candidate's introduction to the profession of teaching in the *EDF 207, Foundations of Education* course, typically in the first semester of the sophomore year. Further assessments are made during the next year of development when candidates are enrolled in and have field experiences as part of *EDEL 305, Learning Theories and Practices in Early Elementary*, and *EDMG 306, Development and Learning in the Middle Grades*. Subsequently, dispositions assessments are implemented at least once (two evaluators) when taking methods courses, and again during the professional semester clinical experience. It is felt that a candidate's dispositions for teaching will have been thoroughly assessed prior to TEP admission, and that the continuity of assessment provides data and opportunities for candidate and faculty to collaborate on planning how the candidate might improve their knowledge, skills, and those dispositions judged to be sensitive to remediation. www.msuco.org/syllabi.html

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

At both the initial and advanced levels, the Unit's faculty provides candidates with exposure to curricula and field experiences that specifically address diversity in schools. The purposes of these curricula and experiences ultimately are focused on the universal mandate that all teachers should provide an appropriate education for all students based on an inclusive model, and to that end, should engage in professional collaboration with administrators, teacher colleagues, other professionals and paraprofessionals, with students' parents, and with members of the school's community. The Unit's faculty is aware that the range of diversity represented among students and individuals with whom teachers come into professional contact may encompass exceptionality, ethnicity, race, gender, socio-economic, language, and religion; therefore, the Unit's candidates are exposed to curricula that prepare them to work with widely diverse individuals in schools with understanding, fairness, respect, and skill.

The Unit's faculty teaches in excess of 60 courses that educate candidates about the diverse nature of students in P-12 schools through a variety of instructional strategies most widely applied of which are lecture, discussion, field experiences, and the integration of technology into instruction; other strategies involve preparing case studies, self-observation, the study of picture books and manipulatives, assigned readings, and special events such as attendance at colloquia and professional conferences held on MSU's campus and elsewhere. According to faculty self-reporting (**Documents Room: Faculty Diversity Survey 4.1**), more than 60 courses include systematic instructional content about exceptionalities, ethnicity, race, gender, and socio-economic differences encountered among P-12 students. Over 40 courses engage candidates in content regarding language differences, and more than 20 systematically address issues presented by the heterogeneity of religious affiliation of students in public schools.

However, the Unit's faculty recognizes that the quality of its programs must ultimately be measured by the success of its candidates in producing effective instruction for all students in the classroom. The relevant question to ask of any program's candidates is, "Can the candidates help all students learn?" With the success of each individual student in mind, in more than 60 courses where field experiences are an integral feature, candidates are expected to plan and use multiple strategies for engaging all students, and to integrate student interests, experiences, and knowledge into the content of lessons. In many field experiences that involve teaching lessons (more than 50 courses), course instructors collect data on the candidates' ability to engage all students, and more than 30 collaborate with the supervising teacher to collect similar data. In the vast majority of cases, candidates reflect on their own teaching either in writing and/or personally with the course instructor to plan and implement more effective teaching for all students. In at least 18 courses, candidates integrate technology into this self-reflective process by using video recordings to critique their own and others' teaching. (**Documents Room: Candidate Work Exhibit**)

In many of the educator preparation programs check sheet requirements indicate the extent to which candidates are exposed to courses containing content designed to contribute to their knowledge base about diversity. As candidates progress through the preparation program knowledge and skills base is extended to ensure they are prepared for diversity within schools and classrooms. An early introduction in guiding initial teacher candidates towards a more culturally inclusive world perspective is found in the general education requirement for all programs in the Department of Elementary, Reading, and Special Education to take one non-western culture course from *GEO 300, World Geography*; *GOVT 362, Current World Problems*; or *SOC 305, Cultural Anthropology*.

Within the Unit's professional studies component, a required foundations course provides the first opportunity to begin the process of inculcating in candidates concepts and dispositions addressing the universal mandate for schools to educate all students. In EDF 207, *Foundations of Education*, www.msucoe.org/syllabi.html emphasis is placed on diversity issues related to the conflict between freedom and conformity as it manifests itself in schooling. Diversity is explored in the context of early nationalism; treatment of European immigrants, women, African-Americans, and Native Americans in nineteenth century schooling; the history of African-American education; and current conflict over bilingualism. To represent their understanding of diversity issues and content, candidates develop multicultural art products and engage in technology-based teaching performance tasks (**Documents Room: Candidate Work Exhibit-EDF 207 Creative art product**). In addition, the *field observation form* used for all sections of EDF 207 includes the following prompt: "*Describe the teacher's behavior as it related to gender, race, ethnicity, or culture.*" In their responses, candidates cited, for example, teachers' responses to students with emotional-behavior disorders, teachers' efforts to provide opportunities for students to work together in communities, and gender-related behavior. During the year of record, a faculty member with special expertise in issues of cultural diversity presented a series of workshops for foundations faculty on effective ways to address these issues instructionally.

EDF 211, *Human Growth and Development*, an introductory course taken by all candidates, requires completion of a case study of an adolescent “to help develop skills in understanding the whole person.” This assignment requires candidates to interview the students for their case students, utilizing “creative but also respectful questioning.” Other diversity-related field experience activities assigned to candidates enrolled in this course include gender identification and preference for sex type, parenting styles, and moral development www.msucoc.edu/syllabi.html EDF 211. Candidates typically may hear first-person accounts of growing up with parents who did not speak English, or who lived in extremely poor homes, or who were unable to read until 3rd grade.

Intermediate-level courses common to most programs include *EDEL 301, Media Strategies*, where candidates read about adaptive technology and participate in online and class discussions focusing on integrating technology to support exceptional children. Candidates enrolled in *EDEE 305, Learning Theories and Practices in Early Elementary*, gather data and report and discuss their findings about how experienced teachers accommodate and address diversity. Additionally, candidates in this course participate in a Diversity Fair in which candidates share multicultural children’s literature, research articles, and engage in activities designed to meet the needs of learners from diverse cultural, religious, and ethnic backgrounds. Candidates also explore and discuss World Wide Web destinations about diversity, and access course resources including Louis Derman Spark’s *Anti-bias Curriculum* and James A. Banks’ *Multicultural Transformation Model*.

Within the Department of Elementary, Reading, and Special Education, blocked methods courses of the P-5 Early Elementary program (*EDEE 321, EDEE 322, EDEE 323, and EDEE 331*) implement diversity-oriented “Blockland Museum Day” involving candidates in a variety of activities to encourage non-stereotypical unit designs about various cultures. Candidates create a “me museum” with artifacts about themselves, and after individual museums are created, candidates analyze and synthesize as they explore how people of “Blockland” are the same and different (see *Course Syllabi*). In *EDEE 327, Literature and Materials for Young Learners*, and *EDEM 447, Literature and Materials for the Preadolescent*, literature selections from cultures around the world and written by authors from many ethnic, racial and cultural groups are included, and candidates enrolled in *EDEE 330, Foundations of Reading*, utilize the *Teaching Tolerance* World Wide Web site extensively, with its publication, *Teaching Tolerance*, published by the Southern Poverty Law Center. www.msucoc.edu/syllabi.html , **EDEE 330 and Documents Room : Candidate Work Exhibit**

In core courses for pre-service middle school candidates, several resources and strategies pertaining to addressing the needs of diverse students are utilized. For example, the lesson plan format for *EDMG 332, Reading in Content Areas for Middle Grades*, requires candidates to include special needs modifications as specified in students’ Individual Education Programs (IEPs). *Teaching Social Studies (EDMG 342)* includes among its resources *The Preparation of Teachers in Multicultural/Culturally Diverse*

Environments, and Multicultural Education in a Pluralistic Society, and candidates create Web Quests featuring countries around the world. www.msucoe.org/syllabi.html EDMG 332

Content area disciplines also expose the Unit's candidates to a wide variety of experiences designed to inculcate designing instruction to address all student needs. In an introductory music education course for example, *MUSE 230, Introduction to Music Education* addresses diversity by including information concerning instrument selection as it pertains to gender, and teaching students whose parents may not be able to afford costly musical instruments, and in *Physical Education in the Elementary School (PHED 300)*, candidates develop a strategy for teaching a physical education lesson with 25 students which also accommodates a student who uses a wheelchair.

In Fall 2002, candidates enrolled in *ART 221, School Art II*, for elementary generalist candidates, a unit about diversity and tolerance through cultural expression included a culminating video exchange with an elementary generalist class at the University of Tennessee. The exchange provided an opportunity for candidates to explore the cross-cultural roles of art makers outlined by G. Chalmers' book, *Celebrating Pluralism: Art, Education, and Cultural Diversity*. Candidates reflected on tolerance and equity as well as on multiple approaches and solutions in the classroom (See *Collaborative Video Exchange Reflective Comments*). Additionally, *ART 221* candidates presented an exhibition in Strider Gallery, invited the public, and explained cultural origins of their displayed artwork, (acrylic on canvas). This unit was presented spring semester 2003 in the tiered *ART 221* and *ART 231, Elementary Materials and Methods in Art Education*. Three additional multicultural activities that candidates completed as part of this multicultural unit of study included writing an informative essay about a country of choice, designing a lesson modified to present at least one instructional approach that could teach tolerance and/or multiculturalism, and writing an explanation of their own multicultural teaching philosophy. (**Documents Room: Candidate Work Exhibit: ART**)

Several secondary level courses also incorporate diversity-related activities and materials. *ENG 500, Studies in English for Teachers*, includes the requirement that candidates review diversity-connected standards in national and state curricular and teaching documents, viz. *National Council for Teachers of English/International Reading Association Standards, Kentucky Department of Education Academic Standards, Kentucky New Teacher Standards*. This course includes a reading list of diverse authors and topics, and the recommended text for the course is *Seeking Diversity: Language Arts with Adolescents* by Rief, L. www.msucoe.org/syllabi.html , **ENG 500 and Documents Room: Candidate Work Exhibit**

Both *BIO/MATH/SCI 402* and *BIO/MATH/SCI 403*, interdisciplinary methods courses, deal with diversity first indirectly, and then directly. Through discussions, candidates first explore learner differences (multiple intelligences, giftedness, special needs, gender and culture). They then document observations on the *Classroom Visitation Document* (see *Course Documents*) on which they cite techniques used by high school level teachers to address the diverse needs of students. Biology secondary level candidates are required to read *Characteristics of an Outstanding Biology Teacher* found on the NABT Web site, among which are two expectations related to diversity: An excellent teacher 1) treats

students with respect and designs curricula to meet the needs of all students, regardless of level of instruction; and 2) related subject matter to students' lives, explaining how they are an integral part of the entire ecosystem. Another example of helping candidates develop dispositions to enhance their development as future teachers able to address diverse student needs is found in the field experience of candidates in *BIO 403*, who heard primatologist and conservationist Jane Goodall speak in Lexington, Kentucky on September 26, 2002. (**Documents Room: Candidate Work Exhibit BIO 403 Diversity Documents**).

Among the many skills to be demonstrated during the clinical experience across programs (*IECE 457, EDEE 423, EDMG 446, EDSP 435, EDSP 437, EDSE 416*), candidates must specifically attempt to accommodate diverse students and their unique learning needs. In particular, candidates must propose learning experiences that are developmentally appropriate; use appropriate/multiple teaching strategies; make provisions to address diversity in learning levels/styles; use multiple assessments that address diversity; and demonstrate multi-teaching strategies from various perspectives. In *EDSE 499C*, and *EDEM 499C* the *Student Teaching Record of Performance* (**Documents Room: Candidate Work Exhibit, Diversity Documents**), which is aligned with *Kentucky's New Teacher Standards* and *Kentucky's Experienced Teacher Standards*, is used to evaluate the performance of pre-service candidates' adaptation of instruction to students from diverse backgrounds.

At the graduate foundations level, in *EDEL 680, History and Philosophy of Education*, diversity related topics include social class issues, history of education of European immigrants, native Americans, African-Americans, Hispanics, and women. Key thinkers like W.E.B. Du Bois and Booker T. Washington and key court cases like *Plessy vs. Ferguson* and *Brown vs. the Board of Education* are also explored. Such historical conflicts provide the context for examination of a variety of contemporary issues, like ebonics, bilingual education, busing, and resegregation. www.msucoc.org/syllabi.html **EDEL 680** Graduate candidates enrolled in *EDEL 640, Contemporary Instructional Practices in Grades P-9*, explore a variety of models of teaching and the relationship between instruction and the learner, emphasizing learner characteristics such as multiple intelligences, gender diversity, and learning styles. In the new Master of Arts in Teaching program, diversity is integrated throughout field experience components, *EDUC 550* and *EDUC 551, Supervised Practice in Teacher Education I and II* (**Documents Room: MAT Student Work**)

In the Department of Guidance and Counseling, counselor candidates enrolled in *EDGC 620, Psychosocial and Multicultural Factors in Counseling*, www.msucoc.org/syllabi.html are prepared to work with diverse groups of clients by examining the literature of oppression utilizing a social perspective of majority/minority relations. They also examine psychological development of individuals in relation to culture and society, and are expected to demonstrate knowledge of values and customs, and of issues affecting particular ethnic and/or cultural groups, including gender and sexual orientation, individuals with disabilities, religious beliefs, and others, which differentiate them from "mainstream" America. Candidates also write reaction papers to a cross-cultural movie, and to a book by an author who reflects an underrepresented group, explaining cultural

understanding, challenges to the candidates' own perspective of the world, and insights derived from viewing the movie and reading the book.

A primary course objective for *EDGC 667, Group Counseling*, includes the expectation for candidates to become cognizant of ethical and multicultural issues related to group processes, while in *EDGC 666, Theories of Counseling*, each mainstream theory from multicultural to feminist perspectives is discussed and critiqued. This course additionally provides candidates with the skills necessary to provide professional counseling and guidance for clients of varying cultural, ethnic, and social backgrounds by requiring candidates to know how cultural and ethnic diversity affect the practice of professional counseling, and that they recognize ethical issues associated with the practice of counseling. www.msucoe.org/syllabi.html

Examples of a diversity-oriented perspective for providing effective instruction to all students are to be found throughout the Special Education programs. From the earliest introductory courses at initial and advanced levels (*EDSP 230: Education of Exceptional Children, EDSP 332: Teaching the Exceptional Student, EDSP 601: Survey of Exceptional Children*), to the assessment and teaching methods courses (for example *EDSP 370: Assessment of Students with Moderate and Severe Disabilities, EDSP 374: Teaching Students with Moderate and Severe Disabilities, EDSP 375: Practicum in Education of Students with Moderate and Severe Disabilities, EDSP 537: Educational Assessment of Children, EDSP 555: Prescriptive Teaching for Children with Learning and Behavioral Disorders, EDSP 557: Content Areas and Career Preparation for Exceptional Students*) can be found a philosophy that espouses the concept embodied in the national legislation of PL 107-110, *No Child Left Behind Act* of 2001 <http://www.ed.gov/offices/OESE/esea/> www.msucoe.org/syllabi.html Candidates are taught and implement informal academic and student interest assessments prior to planning instruction, and routinely collect data on the individual performance of every child in lessons they teach. No subsequent lesson is taught until candidate and instructor have reviewed instructional and observational data for each student's performance. The combination of elements of functional and instructional assessment are designed to address individual student academic and social-emotional needs, irrespective of the individual difference that may explain under-performance by a student. It is a holistic, inclusive approach grounded in research-based best instructional practice, and is inculcated into, and practiced by candidates throughout their program. Examples of candidates' measurable knowledge and skills as special educators who can implement the concepts of inclusiveness and individualization can be found in lesson plans, case studies, assessment reports, and Individualized Education Programs from those courses mentioned above. www.msucoe.org/syllabi.html and Documents Room: Candidate Work Exhibit

Element 2: Experiences Working with Diverse Faculty

In 2002-03, MSU had a faculty total of 353, of which 146 (41.4%) were female and 16 (4.5%) were classified as minority based on EEO categories. There also were 10 Asian and 2 other foreign nationals. In 2002-03 the College of Education had a full-time faculty of 55, of which 60% were female and 2 (3.6%) were minorities. From 1997-98 to 2002-

03 the percentage of minority faculty members has remained stable at approximately 3.4% per year of the institution's total faculty workforce (Table 4.1), and 5.9% of the College of Education's total full-time faculty (Table 4.2).

Table 4.1: Morehead State University Total Full-Time Faculty Demographics

Year	Total	Female	Minority
1997-1998	317	121 (38.2%)	XX
1998-1999	321	125 (38.9%)	11 (3.4%)
1999-2000	320	114 (35.6%)	9 (2.8%)
2000-2001	318	119 (37.4%)	10 (3.2%)
2001-2002	340	132 (38.8%)	11 (3.2%)
2002-2003	353	146 (41.4%)	16 (4.5%)
Mean	328	126 (38.4%)	11(7.3%)

Table 4.2: College of Education Full-Time Faculty Demographics

Year	Total	Female	Minority
1997-1998	49	28 (57.1%)	3 (6.1%)
1998-1999	47	25 (53.2%)	5 (10.6%)
1999-2000	45	23 (51.1%)	3 (6.7%)
2000-2001	44	21 (47.7%)	2 (4.5%)
2001-2002	49	26 (53.1%)	2 (4.1%)
2002-2003	55	33 (60.0%)	2 (3.6%)
Mean	48	26 (54.2%)	2.8 (5.9%)

Faculty Data: Office of Human Resources

The institution and the Unit continue to make good faith efforts to maintain faculty diversity, principally by advertising its affirmative action policy <http://www.moreheadstate.edu/units/msac/affirmativeaction1.html> in all publications regarding employment opportunities, and specifically targeting minority applicants for faculty vacancies through its advertisements in the *African American Action Register*, the Southern Region Education Board Minority Graduate Recruitment Fair, and with the Kentucky Department of Education Minority Job Bank. During the period 1998-2002, these efforts enabled MSU to meet 5 of 8 affirmative action goals for 2001, and 7 of 8 for 2002 (*MSU Affirmative Action Plan, 2000; MSU Strategic Plan 2001-2006* <http://www.moreheadstate.edu/units/budgets/plan/> Report Cards 2001, 2002). Table 4.3 shows the results of the institution's and Unit's efforts to hire and maintain female and minority faculty during the period of record, with the Unit's hiring of female and minority faculty representing 29.7% and 17.7% respectively of the institution's hiring.

Table 4.3: Morehead State University Total and College of Education Full-Time Faculty Hiring Demographics

Year	Total Hired		Total Resigned		Females Hired		Minority Hired	
	MSU	COE	MSU	COE	MSU	COE	MSU	COE
1997-1998	5	0	16	6	3	0	2	0
1998-1999	8	1	5	2	7	0	1	1
1999-2000	19	11	18	7	11	4	1	0
2000-2001	10	2	15	6	12	2	4	0
2001-2002	25	9	7	1	20	8	5	1
2002-2003	24	9	16	1	21	8	4	1
Totals	91	32	76	22	74	22	17	3

Faculty Data: Office of Humans Resources

The Unit's minority and international faculty members clearly have made an impact on curriculum development and professional productivity within the Unit. Dr. Mee-Ryoung Shon made a presentation, *Implementing Multicultural Activities for Young Children: Thirty Activities from Taiwan and Korea*, at the Collaborative Conference of the Kentucky Association for Early Childhood Education and Kentucky Head Start Association in October 2002, where she was joined by two international students who were enrolled in the Interdisciplinary Early Childhood Education Program. Within the Department of Leadership and Secondary Education, on the initiative of Dr. Victor Ballestero, negotiations are in process between the Department and Costa Rican school officials to establish a *Sister Schools Project* between Magoffin County Schools and a similar group of rural schools in San Carlos, Costa Rica. It is intended that this partnership will form the basis for ongoing social, cultural, environmental, and personal exchanges between students, teachers, administrators, and parents (**Documents Room: Faculty Vita 5.1**). Other minority faculty members outside the College of Education also have emphasized minority issues by implementing their "Professors in the Schools" projects in areas such as Louisville and Mason County with their relatively high minority populations (**Documents Room: Professors in the Schools Reports 1.14**). Other examples of faculty professional development focused on issues of meeting the needs of all students are found in such activities as Joyce Minor's attendance at *Teaching the Creative Child who is African American* at the 48th Conference of the National Association for Gifted and Talented in November 2001, and the training that Joyce Minor and Dr. Daniel Grace received to implement *Second Steps*, a programmed curriculum for elementary and middle grades designed to help students develop tolerance and empathy for others who are different from themselves. A further asset for the Unit is the fact that Karen Hammons is the higher education representative of the Kentucky team to the *Multicultural Early Childhood Trainer of Trainers Project*, sponsored by George Mason University in Fairfax, Virginia. The purpose of this project is to promote multicultural perspectives in early childhood teacher education programs and programs serving preschool children and their families. In 2001 MSU hired, Dr. Anna Pennell, a new foundations faculty member with special expertise in feminism and multicultural education. (**Documents Room: Faculty Vita: 5.1**)

Goal 3 of the *MSU Strategic Plan, 2001-2006*, challenges the institution to "Increase international experiences for students and faculty." In furtherance of this goal, currently the Office of International Education oversees agreements with Guangxi University in Nanning, MSU's partner university through the Sino-American Leadership project sponsored by the AASCU and CEAIE, and Guangxi Normal University in China, focused on faculty and education leader exchanges. To date two visits to MSU by education leaders from these institutions have been made, most recently in November 2002, and others are planned for the next two years. (**Documents Room: Office of International Education Information 4.1**) Also, four members of the University of Sunderland faculty have visited MSU and five of the Unit's faculty have visited the University of Sunderland in England, typically to meet candidates and faculty, visit the regions' public schools, and to supervise their own Unit's candidates during their clinical experiences. (**Documents Room: Office of International Education Information: 4.1**) Several faculty have been involved in

research projects exploring educational and cultural differences in England, America, and Russia.

Element 3: Experiences Working with Diverse Candidates

The Unit's teacher education program takes place in the context of an increasingly diverse student population at MSU. One hundred forty-one students from 38 countries were pursuing degrees or certification at MSU during the Spring 2003 semester (Table 4.4 shows the history of foreign student enrollment at MSU, 1998-2002). MSU has established the Office of International Education to foster in its students and the Unit's candidates an appreciation of international, racial, ethnic, religious, and cultural differences. The international programs both at MSU and abroad developed and promoted by the Office of International Education will allow students and candidates to gain an international perspective to apply to their own lives, and to further the institution's goal of increasing international student enrollment. Largely through the recruitment efforts of the Office of International Education, in 2001 the institution exceeded its enrollment goals for international students (*MSU Strategic Plan Goal 3: 2001-2006*), enrolling a record high 173 students and candidates, 1.9% of MSU's full-time enrollment (see Table 4.5), with many of those enrolling as regular students through the Office of International Education's English Language Center. However, the current political climate in the country and budget constraints due to state funding shortfalls, have combined to reduce the enrollment of international students since 2001.

www.moreheadstate.edu/units/oie

The Office of International Education also oversees an agreement with Eternal Life Christian College in Taiwan, and has a study abroad agreement with Kansai Gaidai University in Japan. At the present time, further agreements are in the negotiation stage with Lviv Polytechnic State University in Lviv, Ukraine, the Teachers State Institute in Krakow, and with the University of Warsaw. Other initiatives are being pursued for faculty, students, and teacher education candidates to study and work abroad at Instituto Tecnológico in Costa Rica, the Academy of Dijon, and during the spring break of 2003, Dr. Robert Frank, Director of the Office of International Education, lead a group of the Unit's candidates and faculty to the University of Burgundy in Dijon to explore future arrangements for candidates to participate in the Teaching Assistants Program - English speakers teaching (in English in content classes) as assistants to a French teacher. It is hoped to develop a program of student teaching exchange similar to that which the Unit has with the University of Sunderland, through which 20 candidates from England and 8 MSU candidates have traveled to the other institution for their clinical practice experience since 1998. (**Documents Room: office of International Education 4.1**)

Table 4.4: Number of International Students Enrolled at MSU and in the College of Education

Year	Morehead State University	College of Education
1997-1998	N/A ¹	22 ²
1998-1999	N/A ¹	20 ²
1999-2000	153	37 ²
2000-2001	152	80 ²
2001-2002	173	48
2002-2003	153	18 ³

¹ Not available

² Previously College of Education & Behavioral Sciences

³ Fall semester total only

Data Sources: Office of International Programs – MSU data

Office of the Registrar- College of Education Data

In recognition of the limitations for working with diverse candidates that MSU’s location in a culturally homogeneous region presents, the College of Education has systematically recruited candidates from Fayette and Jefferson Counties, designated “targeted” counties by the university for the recruitment of minority candidates. Minority students and candidates in Fayette and Jefferson Counties, and in Louisville, are recruited through the Council on Post-secondary Education (CPE) and the Kentucky Department of Education (KDE)-funded Minority Teacher Education Program (MTEP) that provides annual scholarships of up to \$5,000.00 to candidates who demonstrate “a definite interest in teaching” and who remain on a teacher education program track. The enrollees in the MTEP are overwhelmingly African–American, with some Native American and Hispanic representation. From 1998-2002, MTEP has maintained an average enrollment of 53 individuals per semester. In Fall 2002, 55 minority students were enrolled at MSU through this program, seven were incoming freshmen. In 2002, 20 Fall and 21 Spring MTEP enrollees were awarded KDE scholarships. Spring 2003, 19 scholarships were awarded. (**Documents Room: MTEP Information: 4.2**)

Between 1998-2002, 19 minority students graduated from the Unit’s Teacher Education Program (TEP). In Spring 2003, of a total of 367 minority students at MSU 50 (13 %) have declared areas of concentration in teacher education (**Documents Room: MTEP 4.2**)

A Performance Indicator for Goal 3 of MSU’s Strategic Plan for 2001-2006 requires the institution to “*Meet or exceed enrollment goals for minority and international students,*” with 1999-2000 being the baseline year (see Tables 4 and 5). The institution exceeded this goal by increasing African American enrollment from 3.1% to 3.4% in 2001 (*MSU Strategic Plan; 2001-2006*). In 2002 the African American enrollment dropped to 3% of the total enrollment. <http://www.moreheadstate.edu/units/irca/ir/profile.html> ; **Documents Room: TEC Minutes 1.5; Documents Room: MTEP Information 4.2; Registrars Printout)**

Table 4.5: College of Education Minority Candidate Enrollment by Percentage of Total College Enrollment and Teacher Education Program Admission and Completion

Year	Undergraduate Enrolled	Graduate Enrolled	Undergraduate TEP Admitted	Undergraduate TEP Completed
1997-98	4.54	1.49	NA ¹	NA ¹
1998-99	5.26	2.04	1.35	NA ¹
1999-00	4.90	0.95	1.50	0.88
2000-01	5.38	1.17	2.35	2.07
2001-02	4.23	1.26	0.90	0.49
2002-03	5.0	1.89	0.01	0.73

Mean ¹Data not available/not collected

Data Source: Office of the Registrar, Director of Minority Teacher Education Program, TEC Minutes

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

The vast majority of field experiences for candidates in the College of Education are in schools and other education settings in Rowan County which has two minority teachers out of a total of 200 teachers, and only a small minority student population. However, the Unit is cognizant of the fact that teachers in the 21st Century must be prepared to teach students from a multiplicity of racial, cultural, and ethnic backgrounds, and to learn to teach effectively those students with disabilities who are increasingly receiving their education in inclusive classrooms. In its efforts to provide a more diversified range of experiences, in 2002, for example, the Unit placed candidates for their clinical experiences in 29 Kentucky counties other than Rowan, and in the state of Ohio, with 7.3% of candidates being placed in the targeted counties of Fayette and Jefferson, and a further 20.5% placed in Mason and Montgomery counties where there is a higher than average minority population than is typically found in the Unit's 22 county service region. See Table 4.6 below.

Table 4.6: Morehead State University Service Region Demographic Data

Counties	Popul a- tion	% White Pop.	# White Pop.	% African Amer. Pop.	# African Amer. Pop.	% Other Races	# Other Races	% Poverty
Bath	11,085	97	10,783	2	205	1	69	21.9
Boyd	49,752	96	47,747	3	1,267	1	302	15.5
Breathitt	16,100	99	15,889	0.4	63	0.6	79	33.2
Carter	26,889	99	26,625	0.1	35	0.9	119	22.3
Elliot	6,748	99	6,683	0.02	2	0.98	7	25.9
Fleming	13,792	97	13,424	1.4	195	1.6	81	18.6
Floyd	42,441	98	41,478	1.3	546	.7	237	30.3
Greenup	36,891	98	36,179	0.5	212	1.5	264	14.1
Johnson	23,445	99	23,126	0.3	59	0.7	124	26.6
Knott	17,649	98	17,344	0.7	129	1.3	70	31.1
Lawrence	15,569	99	15,403	0.1	15	0.9	64	30.7
Letcher	25,277	99	24,952	0.5	129	0.5	107	27.1
Lewis	14,092	99	13,940	0.2	29	0.8	46	28.5
Magoffin	13,332	99	13,238	0.2	20	0.8	38	36.6
Martin	12,578	99	12,484	0.03	4	0.97	25	37.0
Mason	16,800	91	15,268	7	1,203	2	186	16.8
Menifee	6,556	98	6,401	1.4	90	0.6	20	29.6
Montgomery	22,554	95	21,442	3.5	784	1.5	143	15.2
Morgan	13,948	95	13,193	4.4	611	0.6	54	27.2
Pike	68,736	98	67,599	0.5	312	1.5	443	23.4
Rowan	22,094	96	21,205	1.5	345	2.5	329	21.3
Wolfe	7,065	99	7,011	0.2	17	0.8	14	35.9

2000 Census Summary: Files 1, 2, 3

Target School Districts

Counties	Popula- tion	% White Popula- tion	# White Popula- tion	%African American Pop.	# African American Pop	% Other Races	# Other Races	% Poverty
Fayette	260,512	81	211,120	13	35,116	6	10,162	12.9
Jefferson	693,604	77	536,721	19	130,928	4	16,113	12.4

When candidates elect to observe in other counties for the Unit's foundations course (EDF 207), they are encouraged to observe in school districts with higher concentrations of African-American and other minority populations, namely Fayette, Jefferson, Bourbon, Paris Independent, Fleming, Mason, and Montgomery. Also, some faculty members have arranged one-day field experiences for their classes in Fayette and Mason counties for the primary purpose of increasing their candidates' exposure to minority students, while some candidates have experienced teaching in another cultural setting abroad through the candidate exchange program that has been in operation for the past 12 years with the University of Sunderland in England. **Documents Room: Office of International Education Information 4.1**

In the required introductory Special Education courses all candidates receive exposure to a wide range of individuals with disabilities; field experiences are integral to *EDSP 230, Education of Exceptional Children*, *EDSP 332, Teaching the Exceptional Student*, and at the graduate level, *EDSP 601, Survey of Exceptional Students*. Typically in these courses, candidates practice observation skills, critique instruction and management methods and skills, and discuss their findings back in the university classroom, with their learning objectives steadfastly oriented towards evaluating the quality of opportunity for school success provided (or not) for all exceptional students. These field experiences also emphasize interaction with exceptional school students in order to provide insights into the reasons why an individualized approach to planning and delivering instruction is mandatory for these students. www.msucoe.org/programs.html

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 school. The unit systematically evaluates faculty performance and facilitates professional development.

Element 1: Qualified Faculty

The Professional Education Unit consists of 94 faculty representing all four colleges at MSU. Of the 77 faculty in tenure-track positions, 84% hold earned doctorates. An additional 4% anticipate an earned doctorate in the near future. A breakdown of the 77 faculty in tenure-track positions reveals 30 assistant professors, 29 associate professors, and 18 full professors in the unit. **(Documents Room: Faculty Vita 5.1)**

During the past five years, 11 faculty have been granted tenure and promoted either to associate (10) or full professor (1). Two other faculty have been promoted from associate to full professor in the same time period. Twenty-seven faculty will be eligible to apply for tenure within the next five years. **(Documents Room: Faculty Vita 5.1)**

Thirteen percent of the 94 faculty in the unit have been identified as having exceptional expertise in their fields of study. Seventeen faculty in the unit hold adjunct, instructor, or fixed term positions. These individuals have developed expertise through teaching in public schools. Each year, at least one public school teacher is hired to serve as a Teacher-in-Residence. Teachers having earned recognition as a Highly Skilled Educator or National Board Certification are often selected to fulfill teaching, clinical practice supervision, and/or service to the educational community. **(Documents Room: Professional Education Unit Faculty List 1.4)**

The public school teachers who work with MSU candidates must have completed a Master's degree, fifth year graduate program (non-degree), or Rank I graduate program. In addition, eligibility is contingent upon 1) holding a teaching certificate and 2) successful completion of a minimum of four years teaching experience in the appropriate grade or subject matter, and 3) a recommendation by the principal. The results of annual evaluation by MSU supervisors and candidates are used to determine continued placement in the public school cooperating teachers classroom. See page 39 of the Clinical Practice Handbook: <http://www.moreheadstate.edu/colleges/education/esu/>

In support of recent technological changes, the College of Education has employed a Director of Instructional Technology to provide support and guidance in planning and implementing technology. In addition, one faculty member has been given release time to develop the Unit's website.

Element 2: Modeling Best Professional Practices in Teaching

Quality teaching continues to play an important role in the unit and across campus. This can be documented in a number of ways, including 1) a mandated review of all Faculty Evaluation Plans with a focus on emphasizing teaching (2002) www.msucoc.org/ftp.pdf 3f., g.) 2) the revised Faculty Evaluation Plans themselves (see the College of Education's plan at www.msucoc.org/coefep.html), and 3) the institution-wide link between effective teaching and eligibility for merit pay shares. The teaching component in faculty evaluation includes a mandated student evaluation (annually), peer or Chair evaluation, innovations in teaching, quality advising (survey results), and course or program curriculum development activities.

Unit faculty have specialized expertise in their teaching fields and incorporate research-based practices in their teaching both as a method for teaching and a model of teaching for the teacher candidates. Faculty also incorporate the Kentucky New and Experienced Teacher Standards, School Counselor Standards or the Interstate School Leaders Licensure Consortium Standards as well as the standards of discipline specific learned societies into their courses as appropriate. Through their own scholarship, faculty become aware of and include appropriate innovations and technology in the delivery of their courses.

Through the Preparing Tomorrow's Teachers to Use Technology (PT3) grant, several model classrooms are being developed. The most recent model classroom is a collaborative project with Rowan County Schools. The classroom will be housed in the Rowan County Board of Education office building and will incorporate state of the art technology as well as other enduring technologies. It is centrally located to both the university and Rowan County Schools and will be available for use by classroom teachers, school children, teacher candidates and unit faculty. **(Documents Room: PT3 Grant Information: 1.12)** Additionally, on campus, members of the Special Education faculty have developed an Assistive Technology Classroom in Ginger Hall 402 for teacher candidates to explore and experience the technologies available for special needs students.

Electronic technologies have been adopted by unit faculty for use in the delivery of their courses. For example, numerous courses are offered through distance learning. The university has thirteen Distance Learning Labs at nine off-campus locations and seven on-campus labs providing opportunities for teacher candidates who live long distances from the main campus to participate in an interactive classroom environment with faculty and fellow classmates. Several faculty alternate the home site for class meetings so students at distant sites get face-to-face interaction with faculty. Faculty also use tools, such as Blackboard and companion textbook sites, as well as their own web sites, to enhance the delivery of their courses. **(Documents Room: Distance Learning: 5.3)**

Student groups, including the education honor fraternity Kappa Delta Pi, have acknowledged unit faculty for excellence in teaching. Ms. Dreama Price, for example, received recognition as "Master Teacher" from the MSU Greek Councils. In addition,

Unit faculty have also are recognized by peers and administrators and professional associations. For example, Donna Everett received the Dean's Award for Teaching Excellence in the College of Business; Dr. David Magrane (College of Science and Technology/Biology) has been honored as the University's Outstanding Professor; and Dr. Gordon Towell (Caudill College of Humanities/Music Educator) was honored with the Distinguished Creative Productions Award. Dr. Kristine Cebulla (College of Science and Technology/Mathematics) received the Presidential Teaching Award from the US Department of Education, and Dr. Jonathan Secor received the President's Pick Award from the Kentucky Council on the Teaching of Foreign Languages. **(Document Room: Faculty Vitae: 5.1)**

Element 3: Modeling Best Professional Practices in Scholarly Activities

While quality teaching is of prime importance to the faculty, the many and varied scholarship activities in which they participate are also valuable. Faculty are aware that to effectively prepare teacher candidates to become informed and inquisitive educational professionals, they must stay abreast of their fields and the knowledge they have gained. Since January 1998, faculty have produced 330+ publications, including seven books. They have presented 1030+ workshops and papers at local, state, regional, national and international professional meetings. (Data as of 1/24/03.) The varied locations (state, regional, national, and international) of presentations indicates an understanding of the importance of sharing scholarship not only locally but also in the wider educational community. **(Documents Room: Faculty Qualification Forms: 5.2)**

Nearly one third of the faculty members in the Professional Education Unit have been active in procuring federal and state grants for activities related to the study and improvement of education. Since January 1998 over \$9 million has been secured. The funds have supported activities across the curriculum, including reading, writing, mathematics, science, and technology. The Morehead Writing Project, Preparing Tomorrow's Teachers to Use Technology (PT3), the STEP Grant, the Reading Recovery Program, MSU's Kentucky Reading Project site, and the Appalachian Mathematics and Science Partnership are just a few of the externally funded projects in which unit faculty have been involved. In addition, faculty and staff who are not part of the unit have also obtained external funding for projects related to education, indicating that education is a priority for the University **(Documents Room: Faculty Qualifications Forms: 5.2).**

Faculty in the Unit are also supported with mini-grants through the University Research and Creative Productions Committee. This committee also recognizes faculty campus-wide through the annual Distinguished Researcher Award. Two of the four awards since 1998 have been awarded to faculty in the unit, Dr. Daniel Fasko and Dr. Benjamin Malphrus. The *Focus* magazines, published each year by this committee highlight the scholarly activities of faculty across campus including the professional education faculty **(Documents Room: Focus Magazines 5.3).**

Scholarly productivity is the second faculty performance factor considered during the annual evaluation process. Merit pay decisions will also reflect evaluation results in this

category. A complete description activities that can be used to document scholarly productivity can be located at www.msucoe.org/coefep.html.

Table 5.1 below represents in numerical format the number of articles, books, presentations, and classes taught by the professional education faculty over the past five years.

**Table 5.1: Faculty Qualifications Data Collection: Teaching and Scholarly Activities
1998-2002**

Component	Adjunct 4	Instructor- Fixed Term 10	Assistant 20	Associate 25	Full 12	TOTAL PER COMPONENT
Publications						
# of books			5		2	7
# of chapters in books			20	18	5	43
# of articles		1	65	84	32	182
Other publications		1	38	59	8	106
TOTAL PER RANK		2	128	161	47	338
Presentations						
National		1	57	187	42	287
Regional		1	37	142	34	214
State		11	51	221	64	347
MSU and Service Region	1	4	32	110	44	191
TOTAL PER RANK	1	17	177	660	184	1039
Teaching Loads (in hours)						
Graduate		9	539	732.5	332	1612.5
Undergraduate	78	628.92	771.32	2175.7	1005.67	4659.61
Reassigned	1	22	74	398	216	711
TOTAL PER RANK	79	659.92	1384.32	3306.20	1553.67	6983.11

Data derived from the Faculty Qualification Forms

Element 4: Modeling Best Professional Practices in Service

Service is a component of the annual faculty evaluation process and also considered when determining recommendations for tenure or promotion. Therefore participation in a variety of service activities figures into the expected role of a well-rounded faculty member. The specific nature and scope of each faculty member's service activities varies. Typical service activities include: 1) fulfillment of membership or leadership roles

department, college, university, or professional organization committees, 2) representation of the department, college and/or university at meetings or events, and 3) professional education activities in public schools throughout the region or state and community service activities. See Pac-2, Pac-27 www.moreheadstate.edu/units/facsenate/ and department or college Faculty Evaluation Plans (**Documents Room: Hardcopy of FEP's 5.6**)

A review of the vitas of full-time tenured or tenure track Professional Education Unit faculty members resulted in the identification of examples of the types of activities used to demonstrate service. Categories and examples of service activities in each area are presented below:

Departmental Level:

It should be noted that all faculty members participate in departmental committees. Examples of standing committees at the department level are: Undergraduate Curriculum, Graduate Curriculum, Program Review, Program Assessment, Teacher Education Program Interview Committee, Tenure, and Promotion Committees.

College Level:

College of Education standing committees are structured to ensure that the membership includes equal representation from each of the departments: Elementary, Reading, and Special Education; Health, Physical Education, and Sports Sciences, and Leadership and Secondary Education. Committee members are elected by department faculty. Examples of standing committees include: Undergraduate Curriculum Committee, Graduate Curriculum Committee, Tenure and Promotion Committees. In addition to these committees several ad hoc committees have been developed over the past five years to complete specific tasks related to such things as disposition assessment, Faculty Evaluation Plan revision, the implementation of the MAT Program, and developing the standard reports for the Institution Report.

University Level:

University level standing committees are also structured to ensure representation for all colleges across campus. Faculty from the Unit have participated in a wide variety of university committees and two have provided leadership on key committees: one served as the Faculty Representative on the Board of Regents, and one served as Chair of the Faculty Senate. In addition, teacher education faculty have served or are serving in leadership roles on the Faculty Senate, the graduate and undergraduate curriculum committees, and the Teacher Education Council. For a comprehensive list of the current membership of unit faculty on university committees go to the <http://www.moreheadstate.edu/units/facsenate/> web site. It should also be noted that many members of the Unit participated in the "Teaching the Teachers of the 21st Century" Task Force (**Documents Room: Teaching the Teachers Information: 1.9**)

Professional education faculty have affiliated with professional organizations in their fields and have provided service at the local, state, regional, national, and/or international levels by serving as officers or board members for professional organizations, as program chairs for national conferences, and as members of Kentucky Department of Education

committees and task forces. Many serve on editorial review boards for state, national, and international professional publications. Examples of specific service activities include membership or leadership on the: Professional Portfolio Assessment Committee (KDE); Kentucky Early Childhood Council; Division of Curriculum and Assessment (KDE); Teacher Education Folio Review (KDE); Kentucky Institute for International Studies, Advisor for the College of Music Educators, (national), Eisenhower Regional Consortium for Mathematics and Science, and Web page maintainer for the State Teachers Association.

Some have been recognized for their service to those organizations and to the university: Dr. Robert Boram (College of Science and Technology) received the award of recognition for service to the Regional Board for the Eisenhower Regional Consortium for Mathematics and Science Education at AEL; and Ms. Kathy Mincey (College of Humanities) was the recipient of the MSU Faculty Service Award.

Professional education faculty provide service to the public schools in the region by being heavily involved in mentoring first year teachers and administrators (Kentucky Teacher Internship Program [KTIP] and Kentucky Principal Internship Program [KPIP]), in collaborating with public school teachers and administrators to improve instructional delivery systems with strong emphasis on using technology as an instructional tool, and by providing professional development opportunities on a wide range of topics. The PT3 grant has provided significant opportunity for professional education faculty to work with P-12 teachers to infuse technology into the classroom. In addition 83 partnership (MSU faculty and public school teachers) activities have been completed in the past two years as part of the Professors in the Schools project. Many additional activities have occurred in public schools in the areas of curriculum development, professional development, or student development activities. To get a complete picture of service to schools throughout the region, review the faculty vitas (**Documents Room: Faculty Vitas 5.1**).

Community participation also figures prominently in the program of work for professional education faculty at MSU. Faculty members typically participate as tutors, parent representatives on P-12 school committees, members of the Chamber of Commerce, members of advisory boards, Kentucky Leadership Academy participants, jurors and judges for special school activities, Habitat for Humanity event participants, and in other in-school presentations and workshops as requested. A comprehensive review is possible through a review of faculty vitas.

Element 5: Collaboration

MSU education faculty have been involved in more than one thousand (1244) collaboration efforts during the past five years with over forty-five percent (561) involving collaboration with P-12 schools (**Documents Room: Faculty Qualifications Forms 5.2**) University faculty members often serve as the teacher or administrator educator on internship committees working in Morehead State University's entire twenty-two county service region.

There have been many other collaboration efforts at the University. Two of the more successful include the PT3 Grant and the Professors in the Schools Fellowship program. A brief description of each follows.

PT3 Grant www.ed-u-tech.net As noted in the overview, the PT3 program is a “Systemic effort to transform teacher preparation at Morehead State University by infusing technology and making other institutional changes required to meet Kentucky educational reforms and support the P-16 concept.” To make this systemic transformation, faculty across the university have been involved in training that has encouraged and demonstrated many instructional uses of technology. Additionally, five counties (Carter, Elliott, Fleming, Morgan, and Rowan) partnered with the University in this effort. This partnership involves P-12 faculty receiving additional training and providing the university faculty with examples of how technology can be infused into their curriculum.

Professors in Schools. Another innovative program involving collaboration is the Professors in the Schools Fellowship Program. During its inaugural year (2001-2002), forty-two faculty members spent nearly 2000 hours working in P-12 schools as teachers, counselors, and principals. The Professors in the Schools Fellowship requires university faculty to spend at least forty-five hours working with an individual educator. For at least 25% of this time, the university faculty member must have the lead role in providing instruction and leadership. Evaluation of this program has shown an overwhelming support among faculty members. During the first year (2001-2002) 43 faculty members were selected to participate in this project and forty slots were funded for the 2002-2003 school year. So many university faculty members were interested in this program that a waiting list was created.

During both years participants included professors from various academic disciplines and all four of the University’s college. During the first year, faculty were paired with public school teachers from 18 public school systems from across MSU’s service region (Bath, Breathitt, Pike, Powell, Lewis, Fleming, Rowan, Boyd, Magoffin, Russell Independent, Ashland Independent, Carter, Johnson, Menifee, Mason, Montgomery, Floyd, Elliott and Morehead Montessori), plus one private school. Participation included partnerships in 11 elementary schools, two middle schools, 28 high schools, two alternative schools and a technical school. (**Documents Room: Professors in Schools Reports 1.14**)

Professors collaborated in a variety of content areas such as physics, biology, language arts, mathematics, social studies, chemistry, string orchestra, choir, creative dramatics, cooking and culinary arts, medical terminology and equine production. Students were involved in many different activities including developing and implementing lesson plans in science, English, social studies and health; helping fourth grade students revise their writing portfolios; working with a choir to prepare for district competition; working with Future Farmers of America (FFA) on a project; a science project dealing with cancer research; and working with the Supportive Instruction for Guiding, Helping and Teaching Students Program (SIGHTS) at an alternative school site. (**Documents Room: Professors in the Schools 1.14**)

Faculty who participated in the program have reported on the professional development value of their partnerships. The program increased general awareness of what was expected of teacher education candidates in their field experiences, what candidates should be able to do and be prepared to do in their real world experiences. Many professors commented on how they can now prepare lessons that are more applicable for pre-service teachers. For example, one social studies teacher explained that he now better understands how important it is for candidates to be able to utilize technology in the classroom. The professor has enhanced his course content to include and integrate technology as a means to preparing candidates. (**Documents Room: Professors in the Schools 1.14**).

Table 5.2 illustrates the number of collaboration efforts by faculty who prepare teacher candidates to be effective P-12 educators.

Table 5.2: Collaboration by Professional Education Faculty 1998-2002

Collaboration	Other colleges/universities	P-12	Within MSU	Within own college	Within own department	Totals
1998-1999	22	114	19	15	39	209
1999-2000	30	108	24	17	43	222
2000-2001	35	118	29	22	47	251
2001-2002	42	122	36	29	65	294
2002-2003	41	99	35	29	64	268
TOTAL	170	561	143	112	258	1244

Data derived from the Faculty Qualification Forms

Element 6: Unit Evaluation of Professional Education Faculty Performance

One of the goals of Morehead State University is to produce high quality undergraduate and graduate students. To ensure this, the “Transition Team Plan” (**Documents Room: 2002 Transition Team Plan 1.6**) set forth an objective (3e) for all faculty to model good teaching. In addition, objective 3g requires all programs/college to revise their Faculty Evaluation Plans (FEP) to fully address the expectation for quality teaching.

A system of annual evaluation continues to be in place at the department and college levels for all professional education faculty. Annual reviews are mandated by University Personnel Policies related to academic ranks (PAC30). All tenured, tenure track, and fixed term faculty must be evaluated once a year. FEP's require faculty to develop a one-year vitae and portfolio documenting his or her activity in the areas of teaching, collaboration, scholarly productivity, and service for the evaluation period.

Faculty Evaluation Plans are developed and approved by the faculty. Two colleges, Education and Business, have elected to use a college-wide FEP. The College of Science and Technology and the Caudill College of Humanities currently use departmental-level FEPs. A copy of the most current College of Education's Faculty Evaluation Plan can be viewed at www.msucoe.org/coefep.html and in the Documents Room. (**Documents Room: Faculty Portfolios: 5.5 or FEP's 5.6.**)

To ensure that new faculty members are aware of the expectations regarding performance and have support interpreting PAC-27 and PAC-2 they are assigned mentors to assist them in evaluating their performance and progress toward tenure and promotion. Additional support is provided to new faculty through the University's New Faculty Orientation Program. Non-tenured faculty meet individually with departmental tenure review committees, the department chairs, and the deans and are provided written feedback concerning their progress on an annual basis. Faculty, chairs, and the dean take care to identify faculty members strength and weakness and often make specific suggestions for immediate and long term development needs. Personnel policies related to promotion (PAC 2), tenure (PAC 27), and post-tenure review (PAC 33) are located on the Human Resources Website: www.moreheadstate.edu/units/hr/contents.html

Adjunct faculty members in the College of Education are evaluated at least once a year. Since each department in the Unit has established specific procedure for handling these evaluations, there is variation from department to department. For example, the Chair of the Department of Elementary, Reading and Special Education assigns a faculty mentor to each adjunct and evaluates performance each year, and the chair of the Department of Health, Physical Education, and Sport Sciences asks off-campus Extended Campus Center Directors to administer IDEA evaluations once a year. Annual performance evaluations are considered when determining continuing teaching assignments.

Element 7: Unit Facilitation of Professional Development

Over the last five years, 61 reporting MSU educational faculty have attended 1110 conferences, sessions, and workshops devoted to professional development. Approximately 27% of these experiences were MSU programs; 26% were state programs; and 24% were national in scope. Another 14% were service region efforts (administrated in coordination with the Kentucky Educational Development Corporation-KEDC and/or Kentucky Valley Educational Cooperative-KVEC). The final 10% were multi-state programs.

A large majority of respondents (88%) attended workshops dealing with various issues in teaching and pedagogy. Nearly three-fourths of faculty respondents participated in programs dedicated to technology development. More than a third reported having engaged in some type of administrative training. (**Documents Room: Faculty Qualification-5.2**)

In addition to the 1110 programs included above, three-fifths of MSU educational faculty have received professional fellowships and grants since 1998. Nearly one-half already have participated in the two-year-old Professors in Schools program. This highly successful collaborative initiative offers professional development experience for both university faculty and service region public school educators (**Documents Room: Faculty Qualifications Forms-5.2**).

As identified by MSU's Mission Statement, professional development provides an integral component of the University's conceptual framework: Educators as Architects. The College of Education actively encourages all professional educators to be continuous learners. Among other incentives, \$250 a year is available for each tenured faculty member to attend conferences; \$500 a year is available for each tenure-track faculty. Additional funding for domestic and international travel is available through the Provost.

Technology development is a vital interest and pursuit at MSU. The Instructional Technology Center regularly offers sessions over a wide variety of software applications and on-line programs. Additional funds are available for off-campus development; MSU professors, for example, were among the first educators nationwide to attend Columbia's "Teacher Education in a Digital Age" workshop in New York City. Many MSU classrooms have Internet access. Those that do not are served by access to multi-media carts, and laptop computers.

In addition, faculty members were encouraged to complete the on-line course, Integrating Technology in Teaching and Learning (EDUC 599, 620), and were awarded stipends upon successful completion it. In addition, release-time or stipends were available to faculty for revising or developing courses that would be rich in technology.

The Center for Teaching and Learning (CTL) www.moreheadstate.edu/units/ctl/ on the campus of MSU supports excellence in teaching and learning by serving as the coordinating body for current initiatives campus-wide that support excellence in teaching. These efforts include faculty development training provided by institutional units, such as the Center for Critical Thinking, the Office of Distance Education, the Preparing Teachers to Teach with Technology (PT3) project, and the Office of Information Technology. The CTL offers the gamut of activities related to identifying and implementing new initiatives needed to support the professional development and teaching excellence, supporting the University's P-16 initiative to partner with teachers within the region to network on issues of common interest, encouraging faculty to apply scholarly methods to enhance the effectiveness of instruction with a variety of student constituencies, promoting the concept that teaching and learning are lifelong efforts that occur throughout one's career and lifespan, encouraging collaboration and sharing of expertise, identifying strategies for enhancing student learning both within and outside of the traditional classroom, and helping faculty and staff implement those strategies. More

information about colloquia, workshops, and conferences offered by the CTL may be viewed at its website: www.moreheadstate.edu/units/ctl/ . Several teacher education faculty serve as staff and advisors to the director of the Center for Teaching and Learning.

Table 5.3 provides a summary of MSU teacher educators' participation in professional development over the last five academic years:

Table 5.3: Professional Development Activities 1998-2002

Year	National	Multi-State	State	P-12 Region	Within MSU	Total
1998-1999	48	20	51	36	54	209
1999-2000	50	22	52	26	55	205
2000-2001	52	19	61	29	43	204
2001-2002	57	27	64	31	69	248
2002-2003	57	25	57	30	75	244
Total	264	113	285	152	296	1110

% Respondents who attended a least one of the following programs:

Teaching/Pedagogy	87.8%	Fellowships/Grants	60.5%
Administrative Training	36.6%	Professors-in-the-Schools	43.9%
Technology Development	73.2%	Other Service Programs	56.1%

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

Professional Education Programs, initial and advanced, at Morehead State University are governed and coordinated at the institution to prepare educators to work in P-12 schools and other professional settings. The Teacher Education Council, chaired by the Dean of the College of Education, serves as governing body for all professional education programs. All teacher education admissions policies are governed by TEC, while curriculum proposals are submitted for approval to TEC plus the standing curriculum committees of the departments, colleges, and university. www.msucollege.org/tec2000.pdf Curriculum changes are typically initiated by the faculty in individual programs, but recently by the Executive Committee for the Transformation of Teacher Education has initiated curriculum reforms. This committee, chaired by the provost and including all the deans and leaders of major reform projects, has the task of coordinating teacher education reform efforts. It was created in 2000 to coordinate the implementation of reforms proposed by a reform task force made up of almost 50 faculty members from across campus - a task force initiated by the president did its work during the 1999-2000 academic year.

In 2001, the University's colleges were reorganized and the College of Education and Behavioral Sciences was trimmed down to a more focused College of Education. Three teacher education departments are housed in the College of Education (Elementary, Reading, and Special Education; Leadership and Secondary Education; and Health, Physical Education, and Sports Sciences). Secondary Education, 5-12 Certification, and vocational school personnel preparation programs are delivered from the Colleges of Science and Technology, College of Business, and the Caudill College of Humanities, yet they are overseen by the TEC. An organizational chart of the University can be found at the following URL: <http://www.moreheadstate.edu/units/hr/2002orgchart.pdf> or in the Documents Room: **Organizational Charts (MSU and Unit) 1.1.**

Other colleges within the University recognize the Unit as a leader in the preparation of professional educators and school personnel. Faculty from the Colleges of Science and Technology, College of Business, and the Caudill College of Humanities serve as members on the Unit Teacher Education Council and are involved at the program level in curriculum development and revision. Professionals outside the Unit who are part of public school systems in our service region play significant roles in the Unit's policy making and advisory bodies, including membership on the Teacher Education Council.

Governance for Professional Education Programs

A significant revision of the governance of teacher education was one of the first initiatives implemented out of our teacher reform taskforce in 2000. In an earlier attempt

to broaden representation on the Teacher Education Committee membership had been expanded to the point that it was no longer an effective working body. In addition, an earlier modification had made the chair's position a rotating one held by faculty members. Both of these changes had proven less effective, and the new governance proposal, approved by Faculty Senate September 7, 2000, reduced the size of the committee, made the dean chair, and changed the name from committee to council. The approved governance document can be found at: www.msucoe.org/tec2000.pdf

Element 2: Unit Budget

The Unit maintains accounting and budgetary systems and controls that demonstrate accountability and effective stewardship of University financial resources.

MSU has an institutional planning process that drives budgeting. Within the parameters of individual unit plans, requests for financial resources are initiated by the departments/offices within the Unit and move up the administrative ladder. The following chart shows distributions of funds by colleges for the last six years. Numbers suggest that the administration's high profile commitment to Teacher Education reform has been backed up with substantial financial resources.

Table 6.1: Budget Allocations for the Five Colleges. 1998-2003

College	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	% increase over 2 years
Caudill College of Human.	6,929,867	6,497,947	6,629,952	6,670,907	8,348,257*	8,723,276	4.5%
College of Education & Behavioral Science.	6,055,684	6,084,638	6,308,113	6,356,601 5% increase since 97-98	4,749,417**	5,949,123	25.3%****
College of Science & Tech.	7,310,659	7,744,610	7,579,918	8,038,797	9,347,633***	9,783,329	4.6%
College of Business	3,316,461	3,390,842	3,499,111	3,710,256	4,197,412	4,525,389	7.8%
Inst. Reg. Analysis Pub.Policy			1,165,545	1,327,402	1,431,028	1,444,701	.7%

Data Source: MSU Operating Budgets: 1999-2000, 2000-2001, 2001-2002, 2002-2003

Documents 6.1

* These data reflect the addition of the Departments of: Sociology, Social Work and Criminology, & Military Sciences to the Caudill College of Humanities

** In academic year of 2001-02 the College of Education and Behavioral Sciences became the stand-alone College of Education and Sociology, social Work and Corrections, and Military Science, and Psychology Departments moved to other colleges

*** The budget reflects the addition of the department Psychology.

****Much of this jump is attributable to the allocation of Action Agenda Funds for teacher education reform. See below.

The University continues to provide support for the Unit through a sequential budgetary process. Budget allocations for the Unit have moved upward during the reporting period. During the first four years (1997-01) the budget for the College of Education and Behavioral Science increased by 5%. During this same period the other colleges within the University made modest gains, except the Caudill College of Humanities and it showed a decrease in funding. The decline in College of Education resources in 2001-2002 is attributable to the reorganization of the college and the removal of three departments: the Department of Social Sciences, the Department of Military Sciences, and the Department of Psychology. Since the 2001-02 academic year, all the colleges within the University have enjoyed budget increases.

The Unit's travel funds allotment continues to be a significant part of the Unit's support for faculty development. These funds are allotted to each department in the Unit and divided among the faculty. Faculty may ask for additional funds from the Dean's office and the provost's office. Justification for these additional monies is required.

Over the past two years, special state monies have allowed the Unit to deliver a wide range of services to schools and to develop further the expertise of the faculty. The use of over half of Morehead State University's Action Agenda Trust Fund (**Documents Room: Action Agenda Information 6.2**) for teacher education reforms shows the administration's strong commitment to teacher education.

Table 6.2: Teacher Education Use of Action Agenda Funds 2001-2002	
Improve Quality of field experiences for prospective teachers	\$60,000
Enhance faculty skills by upgrading P-12 experiences and introducing best practices models	\$395,000
Recruit and retain the best and the brightest students into teacher education	\$52,500
Recruit and retain the highest quality education faculty	\$128,500
Expand P-16 regional initiative to increase communication and collaboration	\$110,000
Improve elementary education students' attitudes toward mathematics and understanding of mathematics concepts	\$27,000
Total	\$773,000

Data Source: Action Agenda Budget-Proposal 2001-2002

Examples of activities pursued with these funds include:

- The development of new clinical faculty/staff partnerships and new professional development school relationships
- Providing teacher education faculty from across all academic disciplines with stipends and travel support to teach and assist in public school classrooms across the service region

- A Teacher Academy for 30 University teacher educators per year
- Re-assigned time available for University faculty to work in public schools
- Establishment of a research program (matched by the University's Program of Distinction - Institute for Regional Analysis and Public Policy – IRRAP) through which faculty may apply for support of “best practices” and issue research
- Employment of a fulltime teacher education recruiter
- Establishment of faculty recruiting teams (13 in 2002-2003) to assist the recruiter in attracting the best and brightest students into the teacher education programs.
- Involvement of faculty, staff, and area teachers in CADET program training.
- Development of a new dual credit high school course for future teachers (formerly affiliated with the Cadet program)
- Employment an additional full-time advisor for pre-teacher education students
- Enhancement of salaries for new teacher education faculty to improve recruitment of faculty
- Employment of “Highly Skilled Educators” and other public school teachers in undergraduate teaching roles on campus
- Establishment of a full-time P-16+ Coordinator position with part-time staff support
- Encouragement of Local P-16 clusters to identify and address local initiatives
- Development of procedures to assure that elementary education students are scheduled into appropriately sequenced mathematics courses for understanding of mathematical concepts and academic success
- Establishment of an enhancement lab to reduce mathematics anxiety for elementary education students
- Formation of a campus team to focus on ways to improve the teaching and learning of mathematics for elementary education students (**Documents Room: Action Agenda Information 6.2**)

Other teacher education objectives established by the Unit have been funded through sources other than the Regional University Trust Fund. Several of them are listed below.

- *To enhance the alternative certification program* – The Unit's first M.A.T. programs for initial certification have been established for secondary certification disciplines as well as business and marketing (5-12), and Special Education. Enrollment in these programs has increased from 11 – 64 and therefore additional money has also been allocated to cover the cost of clerical support personnel and two instructors to work with candidates during their clinical practice semesters. (**Documents Room: Faculty PAR's 6.3**)
- *To introduce and teach students and faculty in the application of the latest educational technology* –Through MSU's PT3 Grant, MSU has trained faculty and students to infuse technology into the curriculum, created new technologically rich learning environments, modified the curriculum, and established new technology based partnerships with schools
- *To improve the assessment of the teacher education students* - Progress has been made in developing exit portfolios, rubrics, and assessment processes for student teachers based upon new teacher standards. Our digital database of student's records

and progress has been significantly improved and staff has been assigned to input data.

- *To expand grants and fundraising* – the success of efforts to create a viable model for the preparation of teachers is determined by way the unit leverages internal resources in obtaining grants and support from external sources. Crucial to all these efforts is the creation of a strategic plan and case statement for the university-wide effort for preparing educators. Presently, the unit’s level of outside funding is exceeded by only one other college on campus.

**Table 6.3: University Total External Grant Award Notification by College
FY 97 - 01**

College/Area	FY 97-98	FY 98-99	FY 99-00	FY 00-01	Projected FY 01-02
Caudill College of Humanities	\$270,432	\$147,107	\$164,134	\$208,250	\$117,650
Education and Behavioral Sciences	\$2,034,205	\$1,969,409	\$1,756,269	\$ 2,237,893	\$1,094,066*
College of Science & Technology	\$776,656	\$945,503	\$522,926	\$2,602,461	2,634,095
Division of Academic Affairs	\$346,175	\$300,979	\$806,051	\$787,025	\$377,558
College of Business	\$1,409,035	\$945,503	\$312,384	\$316,077	\$430,198
Institute for Regional Analysis and Public Policy			\$1,886,645	\$1,803,841	2,347,286

Data From Research Grants and Contracts Office –Documents Room: 6.4

* Effective 7/01/01 the Departments of Sociology, Sociology and Criminology, Psychology and Military Science transferred out of the College of Education and Behavioral Sciences, and the college was changed to the College of Education.

Despite the larger economic problems of the state and the nation during the last two years, MSU’s teacher education programs have had access to better financial resources than at any time in memory, thanks to CPE’s Action Agenda, the U.S. Department of Education’s PT3 Funds, and the commitment of the institution’s administration to teacher education reform.

Element 3: Personnel

The faculty workload at MSU still includes a 24-hour per academic year load for faculty who teach only undergraduate courses, an 18-hour per academic year load for faculty who teach only graduate courses, and a formula for those who teach a mixture which

typically results in those faculty teaching three courses (9 hours) one semester and four courses (12 hours) the other. (The formula counts a three-hour graduate course as four hours toward load.) Summer school teaching is a big part of the workload for many teacher education faculty, and it is remunerated separately and not figured toward load.

Clinical supervision loads are based upon a formula in which each candidate one supervises in clinical practice counts as .67 credit hours toward load. Hence, a full-time clinical supervision load would be 18 candidates. Since our clinical semester includes an additional three-hour seminar taught by the supervisor, actually supervisors rarely have over 12 candidates. At MSU, faculty loads are calculated over the academic year, so individual faculty members may carry an overload for one semester, but then carry an "underload" the following semester. (**Documents Room: Faculty Load Formula: 6.5**)

In order to enhance the continuity of instruction throughout the programs, the Unit has been moving away from using adjuncts and generalists to supervise clinical experiences in the secondary disciplines. Now those academic departments are taking ownership of the clinical experience and supervising the experience with the same faculty who teach content-based pedagogy courses. As noted in Standard 3, the Unit has also developed a closer and more accountable working relationship with clinical faculty in the field to enhance quality and continuity of candidates learning experiences.

Since our last reaccreditation visit, there has been a dramatic increase in the number of support personnel to assist in the Unit's work. The dean of education has been provided with two assistants to the dean - faculty members who've worked on accreditation, certification, and reform issues. An associate dean has been appointed to oversee the P-16 Initiatives and the Professors in the Schools Project. One faculty member has been given reassigned time to serve as the Unit's assessment coordinator and another to serve as a coordinator for secondary education programs.

In addition, a full-time Teacher Education Recruitment Coordinator was hired in the fall of 2001 and an assistant was added summer of 2003. A Master of Arts in Teaching Program Coordinator was selected and received release time to fulfill the administrative requirements of this new program. A secretary has been hired to support these two coordinators, plus the director of the Minority Teacher Education Program.

Each department has been provided with reassigned time for a faculty member to serve as an assessment coordinator. The Department of Elementary, Reading, and Special Education has been provided reassigned time for extra administrative support for the chair. In order to address the issue of advising and its impact on faculty loads raised during the last NCATE visit, MSU used Action Agenda funds have been used to add a second full-time academic advisor to the Department of Elementary, Reading, and Special Education. An overview of the changes cited above is noted on the **Professional Education Units Organizational Chart located in the Documents Room: 1.1.**

A changing job market has made teacher education faculty positions difficult to fill, and Action Agenda funds have been used to raise salaries of new hires (to benchmark) and make us more competitive in hiring.

As noted in the discussion of field experience reforms, the Unit has developed new programs for identifying clinical faculty from public schools, training and remunerating them. Plans are underway to expand this program to include cooperating teachers who work with students during their clinical practice semester.

Departments and offices in the Unit have adequate support personnel to assist faculty and candidates and to enhance the effectiveness of the Unit. The supplies and office equipment needs are reviewed on a regular basis. Supplies and new equipment are made available to the departments within the Unit on a timely basis.

The Unit adheres to policies, procedures, and practices that provide non-discriminatory hiring, retention, and due process for faculty/staff. Faculty are guaranteed non-discriminatory due process through departmental and Unit employment and merit pay procedures developed at the departmental level and approved at the departments, Colleges, and University levels.

Element 4: Unit Facilities

The Unit recognizes that facilities have essential function in providing an environment to enhance the teaching-learning process and are essential in supporting candidates, faculty and staff activities.

Major expenditures have been used for the upgrading of office space, computers, classroom chairs, classroom desks, and office equipment within the Unit and the College of Education. Significantly, during the last two years several non-teacher education offices have been moved out of Ginger Hall (The College of Education building) to make more space available for teacher education programs. The rest of the campus and the extended campus community have been upgraded with new classroom buildings, and a major renovation of the [Student Center](#) is under way.

Building projects funded by the state of Kentucky include the renovation of [Breckinridge Hall](#) and construction of the new MSU at [West Liberty building](#), which were completed during the 2001-02 academic year. Breckinridge Hall, built in 1929, includes two new additions: a 6,335 square feet east wing and an 18,207 square feet west wing. The facility houses MSU's Department of Communication & Theatre and is the home to an experimental theatre, television production studio, distance learning facilities, [Morehead State Public Radio](#) (MSPR), classrooms, and offices. The cost of this construction project was \$14 million.

The 36,000 square-foot West Liberty building, which cost \$6 million, has regular classrooms, three distance learning technology classrooms, a computer laboratory, and two computer classrooms. The two-story building also houses administrative offices and

an auditorium and multi-purpose room. The MSU at West Liberty primarily serves students in Elliott, Menifee, Morgan, Magoffin, Breathitt and Wolfe counties.

The \$6.6 million Northeast Regional Postsecondary Education Center, extended campus facility in Prestonsburg, is located on the campus of Prestonsburg Community College; it is scheduled for completion in 2003. It will replace leased facilities in a nearby shopping center used by MSU at Prestonsburg students since 1991. The new building will have more than 30,000 square feet of floor space.

The facilities in the Unit support the most recent developments in technology. Faculty teaching with distance learning technologies are encouraged to model exemplary teaching with those technologies and are given released time to develop technology-based courses. An expected result of such faculty modeling will be more graduates using technology to enhance classroom instruction. Plans are being developed to add wireless Internet connectivity to Ginger Hall during the 2003-2004 academic year. **Documents Room: MSU Six-Year Capital Plan 6.6** or www.moreheadstate.edu/presreport/construction.html

Element 5: Unit Resources Including Technology

In the past three years the Unit has made significant progress in improving the accessibility of technology for teacher candidates, staff, and faculty. Student computer labs are regularly updated, and faculty members receive new computers through a rotating lease program. The Office of Information Technology regularly offers a wide variety of technology training workshops for faculty and staff.

The institution has also made a strong commitment to distance learning technologies. We now have seven distance learning labs on campus offering compressed video courses at 22 sites around the region. The Office of Distance Learning has hired a full time faculty consultant to help individual faculty learn to teach online and through compressed video. A position of Distance Learning Video systems/Maintenance technician has been hired, and a new Director of Distance Learning has come onboard.

The [Office of Distance Learning \(DL\)](#) offers extensive training and support to the [University and the Unit](#) and provides an extensive website to communicate to faculty and students. There are extensive listings of Course offerings ([ITV](#), [KET](#) and [Online](#)) throughout the academic year and during the summer. Training for faculty is on-going.

Since 1997 the Unit has also been active in offering online courses to undergraduate and graduate students. The table below shows enrollment in both Internet courses and compressed video courses offered by two education departments. See Table 6.4 below.

MSU's commitment to provide technology resources to faculty and students received a major boost in 2000, when it was awarded a three-year PT3 grant for a total of \$1,400,000. Through this grant Morehead State University has increased faculty proficiency with technology, integrated technology into courses across the curriculum, and implemented teacher education reforms and institutional changes, all leading to

measurable increases in technology competency of faculty and student teachers. PT3 has created state-of-the-art model classrooms in Ginger Hall, provided technology training for dozens of faculty and hundreds of students, developed technology based partnerships with numerous schools, provided individual faculty with equipment, and generally helped create for all of our programs more technologically rich environments. (**Documents Room: PT3 Grant Information/ New Proposal 1. 12**)

Table 6.4: Enrollment in Distance Education 1998-2001

Department	School Year	Internet Enrollment	ITV Enrollment	Total
ERSE	1998-1999	149	164	313
LSE	1998-1999	0	61	61
Other	1998-1999	0	40	40
ERSE	1999-2000	148	187	335
LSE	1999-2000	22	51	73
Other	1999-2000	0	74	74
ERSE	2000-2001	158	201	359
LSE	2000-2001	24	0	24
Other	2000-2001	0	0	0
ERSE	2001-2002	155	226	381
LSE	2001-2002	76	0	76
Other	2001-2002*	0	63	63
Total:				

Data Source: Office of Distance Learning

*2002-2003 data will be available October of 2003.- **Documents Room 6.7**

As part of the PT3 grant, an in-depth needs assessment of the presence and use of technology was conducted three years ago. This has been updated every year and now serves as a comprehensive baseline. The great majority of both students and faculty report they adequate access to technology. They also report the integration of technology into the coursework. Over 500 teacher education candidates have participated in technology enhancement seminars or taken an additional Internet course. Seventy-five percent of students who completed a recent SACS survey (3,283 responses out of 4,370 distributed) agreed or strongly agreed that they had sufficient access to computing resources. Over 300 faculty members have received training in integrating technology into their teaching. The number of Internet courses has grown from 5 to 95 since 1997 and several degree programs are offered online, some in partnership with the Kentucky Virtual University. Over half of our courses are web-enhanced. (**Documents Room: PT3 Grant Information 1.12**)

A spring 2003 survey of teacher education faculty showed that nearly all of the 254 courses cited use of technology. Concurrently, a consortium of active partners, including local school districts and corporate partners, was organized in May 1999, to address the need for preparing technology proficient teachers in compliance with the new Kentucky State Technology Standards. With assistance from a Capacity Building and Implementation Grant from the US Department of Education, the consortium began the

effort to restructure teacher preparation programs to infuse technology and accelerate the preparation of technology- proficient teachers. Steps have been taken to develop, test, evaluate, and refine an innovative approach to transforming teacher preparation for the 21st century. **Documents Room: PT3 Grant Information-Proposal 1.12**