

Minnesota State University Moorhead
Teacher Education Unit

Institutional Report
In Support of the

Board of Teaching & NCATE
Reaccreditation Visit
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Accreditation Web Site at
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Overview

The Institution

Minnesota State University Moorhead (MSUM) is one of seven state universities in the Minnesota State Colleges and Universities (MnSCU) system. In addition to the seven state universities, twenty-five two-year colleges are part of MnSCU System, making it the largest provider of higher education in Minnesota. The MnSCU system is separate from the University of Minnesota and came into being in 1995, as a result of a 1991 legislative act that merged state universities, community colleges, and technical colleges. All units within the system are governed by one board of trustees and one chancellor.

Minnesota State University Moorhead was established in 1888 as a normal school, after Solomon Comstock, a state senator introduced a bill for the normal school in 1885. Senator Comstock also donated six acres of land for the institution. The university lies 254 miles northwest of Minneapolis/St. Paul. It is located in Moorhead, a border city separated from Fargo, North Dakota by the Red River of the North. Although the region is called the Red River Valley, it is actually the bed of ancient Lake Agassiz, and is a rich agricultural area. The area was once home to “bonanza farms,” huge agricultural enterprises that grew wheat in abundance. Today, wheat, sugar beets, potatoes and other crops are the primary agricultural focus. More recently, the area has developed technology-related businesses and is home to one of the Microsoft campuses. While the area is prone to flooding, with one of the worst floods occurring in 1997 (now updated to 2009) the Fargo/Moorhead area is thriving and has been recognized several times for its business climate and living appeal.

When the university opened as a normal school in Fall 1888, those students who promised to teach for two years in Minnesota were able to attend tuition free. An integral part of the university was its K-12 Campus School, which operated from 1888 until its closing in 1972. Today, MSUM is a regional comprehensive university offering both initial and continuing programs in teacher education as well as over 60 undergraduate and 15 graduate degree programs, as described in the introduction section of the undergraduate catalog. The university is particularly distinguished for its strong liberal studies offerings. The university is accredited by the Higher Learning Commission, with its most recent reaccreditation status awarded in 2007.

The mission of Minnesota State University Moorhead is to foster excellence in teaching and learning. The university strives to provide an educational environment that supports intellectual development, that welcomes diversity and that develops the skills and talents of women and men so that they have the capacity to live usefully, act responsibly, and be learners all their lives.

The academic programs at the university are founded upon a common liberal studies experience (the Dragon Core) and emphasize developing the unique talents of each person. The university provides baccalaureate-level programs in the liberal arts, natural and social sciences, teacher education, business and technology, the fine arts, and professional areas. It provides selected graduate programs in response to regional needs.

The university encourages scholarly and creative endeavors that promote a commitment by faculty and students to their disciplines, to continuing professional development, and to

excellence in learning. The university enhances the quality of life in the region with the professional, cultural, and recreational services offered by its students, faculty, and staff. Minnesota State University Moorhead was established to provide the citizens of Minnesota access to quality educational programs at moderate cost. The university's primary responsibility is to provide baccalaureate programs to residents of northwest and west central Minnesota. Through tuition reciprocity agreements, the University also provides educational services to residents of several regional states and one province. Minnesota State University Moorhead is a campus especially welcoming to first-generation college students and to those students who may need additional support to successfully transition from high school to college, such as is provided through the Corrick Center. The center assists students in mastering freshman and sophomore curriculum while the students become accustomed to the academic climate of the university.

The university enhances the quality of life in the region with the professional, cultural, and recreational services offered by its students, faculty, and staff. For example, each year the university hosts the Student Academic Conference, showcasing research and other academic work completed by students. Programs at the university's Regional Science Center provide the general public and local-area students and teachers opportunities to engage in a variety of science activities. The music and drama departments stage several concerts and plays annually. During the summer, the university hosts College for Kids; a hands-on enrichment program for children ages 8-14. The university also hosts an annual community-wide Fourth of July Celebration.

The enrollment of MSUM in Fall 2008 was 7,400 students. MSUM draws its students from Minnesota, the upper Midwest, and other nations. In Spring 2008, 380 students from 53 countries enrolled at MSUM. The university offers courses off-site, through ITV, and the Internet, but does not maintain any branch campuses.

The College of Education and Human Services (CEHS) is one of four colleges within the university. Other academic units include the College of Arts and Humanities, College of Business and Industry, and College of Social and Natural Sciences. The unit includes 22 programs, at both the initial and advanced levels of preparation. The mission of the College of Education and Human Services is a college made up of enthusiastic, collaborative professionals who are connected with outside constituents, versed in current trends and best practices and committed to creating the best educational experiences possible for students.

A dean and half-time associate dean, assisted by two administrative support staff and a graduate student, lead the college, which is organized into six schools or departments:

- School of Teaching and Learning
- School of Social Work
- School of Counseling, Educational Leadership, and Student Affairs
- Health and Physical Education
- Nursing
- Speech, Language, and Hearing Sciences

Since the last NCATE visit in 2002, there have been a variety of changes within the college, including four different deans/interim deans. Dr. Teri Walseth, who was appointed to a two-year

term in November 2007, was named Dean of the College of Education and Human Services in March 2009, following a national search.

The Unit

1,189 candidates are enrolled in the initial teacher preparation program, while 97 are enrolled in advanced teacher preparation (Curriculum & Instruction, Special Education, Reading License, and ESL). Most candidates at the advanced level are practicing teachers. The Special Education master's program and Reading program prepare candidates for licensure, and the ESL coursework can be attached to a teaching degree; the Curriculum and Instruction master's does not. 103 candidates are enrolled in advanced programs for other school professionals (Educational Leadership, School Psychology, School Counseling, and Speech-Language Pathology).

The unit includes 51 professional education faculty. Table 1 illustrates the unit's commitment to hiring faculty with terminal degrees who work toward tenure and promotion by demonstrating effective teaching, service and scholarship. The table also illustrates the institution's commitment to hiring temporary faculty who can bring recent or current knowledge of classroom practice to their teaching practice or supervision. All adjunct faculty have experience teaching and/or serving as principals.

The unit provides 22 programs at the bachelor's, master's, and specialist's levels. With the exception of the Master's degree in Curriculum and Instruction (a non-licensure program), all teacher preparation programs lead to licensure and are approved by the state of Minnesota. The state last approved all programs in 2002, and all programs are approved through June 2009. The state is currently reviewing programs for continued approval status.

Certificate and licensure-preparation programs are available at both the undergraduate and graduate levels. The graduate program in special education is available for candidates seeking licensure only or for those wishing to pursue a master's degree. The K-12 Teachers of Reading program prepares candidates for the state license. Students interested in ESL may pursue a minor (undergraduates) or a certificate (graduate-level). Those wishing to obtain state licensure in ESL must hold a degree in an education major and attach the minor or certificate.

While most programs are offered on campus, Minnesota State University does have agreements with two community colleges in the Minneapolis/St. Paul (Twin Cities) metropolitan area to offer undergraduate special education courses that prepare them for learning disabilities and emotional/behavioral disabilities licensure. Planning for these programs began in Fall 2006, and the first courses were offered in Fall 2007.

The "2 + 2" programs are offered at Anoka Ramsey Community College and Century College and each allows students enrolled at either community college to take required liberal studies courses at their respective campus. Upon completion of those liberal studies courses, students can, while still attending their community college, take upper-division courses offered by MSU Moorhead using online or hybrid delivery formats. This allows students in the Minneapolis/St. Paul (Twin Cities) area to remain in that locale, offering them access to education programs in

high need licensure areas, while affording MSU Moorhead an opportunity to recruit and retain diverse candidates in its education programs.

At the graduate level, MSU Moorhead has also responded to local area schools requests for on-site course offerings for teachers interested in the unit's Master of Science degree in Curriculum and Instruction (C & I) degree and its K-12 Teachers of Reading licensure program. Programs in C & I were offered at Waubun, MN and Red Lake, MN, and Ellen Hopkins Elementary School in Moorhead.

The unit does not offer any programs in online format, although as mentioned above, some courses are offered using online or hybrid delivery. One alternative route program was developed for persons with degrees in science or mathematics who wish to earn teaching licensure in those areas and is currently under review for approval. It consists of a series of graduate licensure courses for professionals with backgrounds in mathematics and science to become classroom teachers. A proposal to offer core education courses and content area methods courses in online or hybrid formats so students can maintain current employment until the student teaching semester is under consideration.

As the unit looks to the future, there are changes on the horizon. With the exception of music and art education, all licensure programs in the Minnesota State Colleges and University System will move from 128 credits to 120 credits. In response to changes in licensure structure by the state of Minnesota, the unit will be revising its elementary education program. Currently, elementary education majors must choose at least one specialty area in which to focus as part of their core licensure preparation. Those specialty areas include Preprimary Education, or a content specialization in Communication Arts (English), Mathematics, Science, Social Studies, or World Language (at MSUM, this is available for Spanish). The license requirements will change, dropping the specialty area focus.

Special education licensure will also be revised, moving away from licensure in specific disability areas and toward licensure in broader categories (e.g., mild to moderate disabilities). Candidates seeking special education licensure will also be able to add an emphasis area in a specific disability (e.g., emotional/behavior disorders), allowing them to teach students with more severe needs in that particular area. Further, elementary education majors wishing to teach in middle school settings will need to pursue a minor in the subject matter of interest to them (e.g., mathematics) in order to become licensed to teach at that level. Finally, there will be a significant upgrading of standards for the knowledge of and ability to teach reading for all licensure areas.

Data in Table 2 indicate that teacher education is one of the largest program areas at MSUM. Further, elementary education continues to be the largest program within teacher education. Data also indicate that the sciences are reflective of the national shortage of teachers in this area, and that mathematics and special education, to traditional shortage areas in the field, appear to be drawing candidates to these fields of study. All programs are approved by the state of Minnesota and are recognized by NCATE.

Data in Table 3 indicate that the newly revised ESL program is attracting candidates. The Curriculum and Instruction master's program is the largest advanced teacher program, likely reflecting recent effort to meet community needs and take the program to off-site locations where cohort groups can pursue graduate coursework. All programs that lead to licensure are approved. Since the last NCATE visit in Spring 2002, the unit has undergone significant changes. Most significantly, Dr. Edna Szymanski became the tenth president of the university in July 2008, succeeding Dr. Roland Barden who had served in that capacity since 1994. During fall semester 2008, President Szymanski invited the university community to clarify its identity and vision in anticipation of updating its strategic plan and direction for the future. In September, President Szymanski held a series of town hall meetings with faculty, staff, and students informing them of an anticipated budget shortfall for academic years 2009-2010 and 2010-2011, noting approximately 5 million dollars alone for the 2009-2010 academic year. To reduce the impact of this shortfall, a campus hiring-freeze has been in effect since November 2008. The campus is addressing the shortfall by participating in a program prioritization process that will likely result in program closings and faculty layoffs. MSUM faculty members, along with peers from other MnSCU universities, voted for a two-year pay freeze as part of the latest contract negotiations.

The president has also appointed several committees, composed of students, staff, and faculty. Each committee has been charged with developing action plans for addressing budget-related concerns, such as energy conservation and course scheduling. One result of the committee recommendations has been a reconfiguring of summer sessions. Typically, summer courses have been offered in two sessions from June-July and July-August. This year, all classes will be offered between May 18 and July 24, in part to address budget constraints.

Other major changes include significant realignment of organizational structure. In 2006, then-President Barden moved the Department of Speech, Language, and Hearing Sciences from the College of Social and Natural Sciences to the College of Education and Human Services. In 2006, four education departments within the College of Education and Human Services (Elementary and Early Childhood Education, Special Education, Foundations, and Field Experiences) were combined to create the School of Teaching and Learning. At that same time, the departments of Counseling and Student Affairs and Educational Leadership were combined into the School of Counseling, Educational Leadership, and Student Affairs.

In Fall 2006, the university replaced its liberal studies curriculum with a more focused Dragon Core. The Dragon Core provides a meaningful, linked, and coherent general education experience for all MSUM students. It is designed to develop engaged students who are aware of their diverse world and physical environment and who know how to interact productively and ethically with others in today's changing world. The Dragon Core is composed of three clusters that encompass eleven competency areas. The Inner Cluster offers a sampling of introductory courses and provides a base of knowledge -- The Foundation Four. The knowledge acquired in the Foundation Four is applied and extended across disciplines in the Middle Cluster and culminates with integrated application of knowledge in the Outer Cluster.

Other significant changes have occurred within the unit as well. The ESL program has been revived after a former coordinator for the program left several years ago. The unit anticipates that this program will attract candidates interested in helping the increased number of ELL

students in the area. The K-12 Teachers of Reading License Program was added in 2005. An electronic data collection system (LiveText) was added in Fall 2006 to facilitate unit- and program-level data collection regarding the performance of teacher candidates. An electronic database system (FileMaker Pro) was added in Fall 2007 to better track individual teacher candidates' progress in their programs. The 2 + 2 special education programs with Anoka Ramsey and Century Colleges were added in 2007. A partnership with Aldine Public Schools (Houston, TX) was initiated, allowing teacher candidates to interact in real time with students of color via the Internet.

Dr. Teri Walseth was appointed Interim Dean of the College of Education and Human Services, November 2007 and became Dean in March 2009, following a national search. The Master's in Reading program was suspended in Fall 2008. A certificate in autism was in preparation and under review for approval during Fall 2008. Faculty began preparing for relocation due to significant renovation of Lommen Hall beginning in December 2008. Finally, the Master's in Curriculum and Instruction was revised in Spring 2009 to provide more flexibility in areas of concentration within the program of study, and is currently undergoing review for possible approval in various academic committees.

Conceptual Framework

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service and unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

Vision and Mission

The unit's vision statement, a draft currently under review, states, "The College of Education and Human Services (CEHS) is a unit made up of enthusiastic, collaborative professionals who are connected with outside constituents, versed in current trends and best practices, and committed to creating the best education experiences possible for students." Faculty will be reviewing the vision statement under the direction of the newly named dean, Dr. Walseth. The unit's mission statement, "Committed to excellence in teaching and learning, and grounded in the liberal studies, the mission of the College of Education and Human Services (CEHS) is to prepare highly educated, professionally trained, enlightened individuals who are committed to social justice, cultural sensitivity, and community service" guides the unit's activities and grounds its conceptual framework, which in its condensed format states "MSUM Candidates are Becoming Professionals who are Knowledgeable, Reflective, Humanistic, and Creative."

The Unit views teaching as a complex act, requiring a knowledge base that is both varied and deep (Shulman, 1987; Murray, 1996; Darling-Hammond, Baraz-Snowden, 2005). Teaching is also a point of confluence where content and pedagogical knowledge combine with an understanding of human diversity and growth and development in ways that can be transformational for students, teachers, and society at large. This transformation can only take place, however, when educators engage in reflective and creative thinking about the complexities of their work and the needs of their students. The purpose of the Unit, then, is to help candidates develop the knowledge, skills and dispositions that will enable them to engage in this kind of complexity.

Research Base

Four broad areas define the boundaries of the intellectual terrain with which MSUM candidates become familiar: knowledgeable, reflective, humanistic, and creative. These areas have been identified through extensive consultation with and input from those involved with the professional education of candidates, as well as through a review of research, which was updated during the past two years (references).

Knowledgeable. MSUM candidates display competence in their subject matter, built upon a strong grounding in liberal studies. They understand the principles of learning, assessment and technology. They apply legal and ethical considerations in all aspects of their work. MSUM candidates are able to integrate theory and practice, and view learning as an active process. As life-long learners, MSUM candidates engage in research and complex thinking. They design opportunities for others to seek knowledge and to understand themselves as members of the world community (Munby, Russell, & Martin, 2001).

MSUM candidates develop a broad understanding of the diversity and universality of the human experience through their liberal studies coursework. In turn, this strong grounding in liberal studies serves as a foundation upon which candidates develop competence in their subject matter, as Darling-Hammond (2000) makes clear, “being prepared to teach subject matter requires deep knowledge of the content itself...” (p.17). Strong states, “...studies support the finding that fully prepared teachers with background knowledge of pedagogy are better able to recognize individual student needs and customize instruction to increase overall student achievement” (p. 5).

MSUM candidates understand principles of learning, assessment, and curriculum and use that knowledge to support teaching and learning. They are committed to designing productive learning environments that help all children learn (Darling-Hammond, Baraz-Snowden, 2005). Candidates recognize that no longer can schools achieve this alone. Schools and communities must work in new ways. Patricia Graham advises, “The battleship, the school, cannot do this alone. The rest of the educational flotilla must assist: families, communities, government, higher education, and the business community. Only then will all of our children be able to achieve that which by birthright should be theirs: enthusiasm for and accomplishment in learning.” (p.999) MSUM candidates understand the necessity of planning, communicating and collaborating with parents, and the community.

Assessment is a central element of the teaching process. Effective teachers use assessments to monitor student progress and to plan further instruction (Niko, 2004). MSUM candidates use assessment to determine the effectiveness of a lesson in terms of student learning, to evaluate student progress, and to inform instructional decisions. A variety of techniques are used to gather data for formative and summative evaluation of student learning. MSUM candidates also recognize the relationship between assessment and student motivation. As Stiggins states, “Assessment for learning happens in the classroom and involves students in every aspect of their own assessment to build their confidence and maximize their achievement” (p. 11).

MSUM candidates recognize the potential role technology can play in teaching and learning, and they are able to use technology to support instruction and enhance student learning. However, as Hannum, (2007) reminds us, “The use of technology in education is valuable only to the extent that its use has a positive impact on student learning” (p. 5). MSUM candidates make informed and thoughtful decisions about the appropriate use of technology in their practice.

MSUM candidates understand that the ideas and experiences they encounter at the University and in their clinical experiences are filtered through the knowledge they have acquired through their prior experiences in the world. Candidates acknowledge that their experiences may not mirror those of others and may be in conflict with knowledge learned in course work and field experiences. This knowledge helps candidates begin to understand and appreciate a variety of viewpoints and perspectives, the diversity of the human experience, and the complexity of learning generally (Lortie, 2001; Darling-Hammond, 2000). As life-long learner’s MSUM candidates engage in research and complex thinking. They design opportunities for others to seek knowledge and to understand themselves as members of the world community. MSUM candidates understand and abide by national and state legal codes that govern their professional conduct and actions. They understand the rights and responsibilities accorded them, as well as

the students and parents with whom they work (Stronge, 2002). MSUM candidates also understand the codes of conduct promulgated by professional organizations and are guided in their work by those codes (for example, the National Association for the Education of Young Children, 2005; Associate for Childhood Internationals, 2005; Council for Exceptional Children, 1993).

MSUM candidates are able to integrate theory and practice and view learning as an active process. Candidates demonstrate the ability to model connections between philosophical foundations and best practices in the field (Task Force on Field Experience Standards Association of Teacher Educators, 1998). Has Darling-Hammond states, “. . .the most pervasive pedagogy in teacher education is that of supervised student teaching, which has long been acknowledged as having a profound impact on teachers’ learning (p. 42).

Reflective. Effective teachers possess a variety of strengths, including mastery of curriculum topics, the ability to motivate and engage students, and the desire to reflect upon and learn from their pupils, from peers, and from their daily decisions in the classroom (Singer-Gabella, et al, 2007). MSUM candidates will utilize information gathered from their reflective analysis of teaching in order to modify and enhance instruction. The ability to examine the instructional process, both during and after teaching events, is a key strength and essential skill demonstrated by exceptional teachers (Gil & Riggs, 1999). MSUM candidates will review their teaching methodologies regularly for effectiveness by gathering information from a variety of sources. Well-rounded, skilled teachers apply introspective instructional approaches which not only consider cognitive characteristics of students as relevant for learning, but also motivational and emotional aspects, which directly affect instructional decision making (Astleitner, 2005).

MSUM candidates will use a variety of techniques to critique and analyze their teaching. There are numerous methods and tools available to teachers which guide analysis of core teaching responsibilities including managing the classroom environment, establishing and maintaining relationships with parents and peers, and evaluating student achievement. “Feedback is the most powerful component in the process of learning. According to Lakerveld & Baur (2002), “Individuals need to know what the result of their actions is and what impact it has in order to know what to change, what to emphasize, and what to add or to avoid in the future” (p. 3).

Additionally, MSUM candidates will adapt their instruction to allow for the learning, motivation, and developmental needs of the students. By applying the principles of universal design for learning, teachers provide a framework for a curriculum that addresses the diverse needs of all learners (Meo, 2008). According to Walther-Thomas and Brownell (2001), successful teachers strive for the success of all learners and use a variety of strategies including differentiated instruction, effective grouping arrangements, and collaboration with peers to meet individual learner needs.

MSUM candidates will connect their beliefs about students with instructional practice. Classroom instruction and personal interactions will reflect expectations that students will be engaged learners, skilled communicators, responsible citizens, and independent thinkers. Bernard-Powers et al. state, "Fundamental...is the idea that adults are learners just as are

children, and that everyone learns best when there are ongoing opportunities to develop questions, investigate, reflect, apply and share knowledge in real-life contexts" (p. 4).

MSUM candidates will reflect the fundamental belief that all students are capable learners in their curriculum planning and decision-making. Working within this essential belief, candidates need to be skilled in offering a variety of methods to meet student learning needs, must be skilled in the motivation of learners, and must be skilled at putting in place a variety of means for students to express their interests, thoughts, and questions during the learning process (Rose & Meyer, 2006).

MSUM candidates will challenge their beliefs about various aspects of knowledge, instruction, and the art of teaching. According to Mostert (2001), "Without significant critical reflection of their pedagogy, teachers will (and do) find the challenge of teaching difficult and even daunting"(p. 1). A thoughtful examination of personal pedagogy reflective of the relationship between the learner, the environment (including the instructor), and the curriculum can enhance the teaching experience and lead to enriched learning for the student(s).

Humanistic. Humanistic perspectives emphasize human potential, capacity and creativity (Maslow, 1968). MSUM candidates value the personal worth of each individual and understand that teaching involves more than helping students achieve academically. This is based on a belief in people's potential and innate ability to develop to their fullest (Brown, D'Emidio-Caston, Bernard, 2001). Noddings (2005) reminds us of the importance of wanting more from our educational efforts than just adequate achievement. There is much to be gained, both academically and humanly, by including themes of care in our curriculum. Stronge (2002) reinforces this when he states, "Teachers who create a supportive and warm climate tend to be more effective with all students." (p. 15).

In light of this, MSUM candidates' actions are grounded in knowledge of different cultural and ethnic groups within the world community and of various influences on one's life. They understand the need to know and respect the cultural backgrounds of their students, as well as their own, and expect that cultural differences require sensitive teaching responses (Swinarski, Bretborde, & Murphy, 2001). This knowledge base informs candidates' decision-making as they create environments that promote freedom, compassion and success for all learners. This knowledge also enhances candidates' ability to interact with and learn from students, parents, and peers from diverse backgrounds (Mastropiere & Scruggs, 2000; Gonzalez-Mena, 2008). Candidates use their knowledge of the social nature of learning to create environments that support all students' learning.

MSUM candidates are fair-minded with their interactions with others, as well as sensitive to and accepting of individual differences. Literature on inclusive teaching indicates students need to feel welcome as individual learners who are treated fairly and who are encouraged to participate fully (Border & Chism, 1992; Wlodkowski & Ginsberg, 1995). Further, MSUM candidates incorporate knowledge of the diversity that is part of the human experience into their work to support students' learning. MSUM candidates understand that diverse linguistic and nonlinguistic interpersonal skills exist among different individuals and use that knowledge in their interactions with others (Downing, 2001; Saracho, 1993).

MSUM candidates foster resiliency in the students with whom they work and model these qualities in their own work. Resiliency is defined as “responsiveness, flexibility, empathy and caring, communication skills, and a sense of humor” (Benard, 2001, p. 3). Reciprocal caring, respectful and participatory relationships are the critical determining factors in whether a student learns; whether parents become and stay involved in the school; whether a program or strategy is effective; whether an educational change is sustained; and, ultimately, whether a youth feels he or she has a place in this society (Benard, 1995; Noddings, 2005).

Creative. MSUM candidates use the arts and sciences as part of an expanded repertoire of teaching techniques to promote active, creative, teaching and learning (Oreck, 2004). Such creative teaching practices promote the acquisition of skills, knowledge, and understanding in effective and innovative ways (Ritchhart, 2004). MSUM candidates strive to bring academic subjects to life and “rise to the needs of the situation” (Dewey, 1997, p. 174). Classroom situations include teachable moments that allow candidates to apply content knowledge to real life. Imig and Imig (2006) define teachable moments as “those opportunities that arise when students ask deeply thoughtful questions or the academic content triggers a connection with a real-world event” (p. 289). Strategies that cultivate creativity include utilizing open-ended projects, assignments, and questioning.

MSUM candidates establish and maintain an engaging learning environment that optimizes learning for all students. Candidates learn to meet standards with innovation, move beyond existing routines, and “rethink key ideas” (Darling-Hammond & Bransford, 2005, p. 361). MSUM candidates balance aesthetic, productive, historical, and critical components of learning. According to Oreck (2004), “To teach artistically, whether engaging in specific arts activities or attending to the aesthetic qualities of experience, a teacher must trust his or her intuition and respond to the individuality of students” (p. 67). Finally, MSUM candidates foster learning communities in which the contributions and talents of all individuals are respected and valued (Ritchhart, 2004). Candidates understand that “effective teaching is sensitive to student needs and should be viewed as a creative act” (Darling-Hammond & Bransford, 2005, p. 363).

Proficiencies

MSUM candidates will demonstrate the following proficiencies within the four broad areas described in the research base:

Indicators of Knowledgeable - Candidates:

- K1. Understand the subject matter in the content area.
- K2. Understand curriculum, including scope & sequence, developmentally appropriate and culturally diverse content.
- K3. Understand procedures to appropriately assess student learner outcomes.
- K4. Develop appropriate instructional plans and implement effective instruction.
- K5. Utilize technology to enhance student learning.
- K6. Design a productive learning environment.
- K7. Demonstrate knowledge of the world community and utilize this information in instruction.

- K8. Recognize legal and ethical implications for professional practice.
- K9. Engage in research and complex thinking.
- K10. Understand the necessity of planning, communicating and collaborating with parents, the community and other professional development.

Indicators of Reflective - Candidates:

- R1. Connect their beliefs about students with instructional practice.
- R2. Relate the fundamental belief that all students are capable learners to curriculum decision-making.
- R3. Utilize information gathered from their reflective analysis of teaching practice to modify and enhance instruction.
- R4. Review their teaching methodologies regularly for effectiveness by gathering information from a variety of sources.
- R5. Use a variety of techniques to critique and analyze their teaching.
- R6. Adapt their instruction to allow for the learning, motivation, and developmental needs of their students.
- R7. Challenge their beliefs about various aspects of knowledge, instruction, and the art of teaching.

Indicators of Humanistic - Candidates:

- H1. Recognize and stress the personal worth of each individual.
- H2. Accept and value different cultural and ethnic groups within the world community.
- H3. Can trace the influences of culture and history, ethnicity, language, gender and socio-economics on students' lives.
- H4. Create a climate that promotes freedom, compassion, and success for all learners.
- H5. Display fair-mindedness in their interactions with students, parents and others.
- H6. Exhibit sensitivity and accept individual differences.
- H7. Construct meaning from personal experiences and care about the diverse perspectives of their students.
- H8. Recognize and accommodate linguistic and nonlinguistic interpersonal skills.
- H9. Demonstrate an understanding of the diversity of individual family structures and values.
- H10. Consider the influence of family on a child's learning, understanding of the world, and behavior when designing assessment.
- H11. Collaborate with parents and colleagues based on an understanding and respect for diverse opinions and individual points of view.
- H12. Recognize and accommodate linguistic and nonlinguistic interpersonal skills when communicating with students, parents, and others.

Indicators of Creative - Candidates:

- C1. Use a variety of teaching strategies.

- C2. Identify and select informational/motivational resources.
- C3. Establish and maintain an engaging learning environment.
- C4. Encourage participation with the arts, humanities, and sciences in their community.
- C5. Promote exploration, in-depth examination of topics, and use of questioning strategies.
- C6. Provide students with open-ended problems.
- C7. Nurture divergent, adventurous, inventive and reflective thinking.
- C8. Develop conceptual understanding through structured experiences.
- C9. Motivate decisions involving aesthetic choices.
- C10. Promote craftsmanship and valuing of personal work and the work of others.
- C11. Promote understanding of individual point of view and respect for individual differences.
- C12. Balance aesthetic, productive, historical, and critical components of learning.
- C13. Incorporate instruction that encourages self-expression.

Assessment System

The unit's conceptual framework guides the Unit Assessment System. Unit-wide competencies from the conceptual framework, along with diversity proficiencies and professional dispositions, have been aligned with both the Minnesota Board of Teaching Standards of Effective Practice and with INTASC principles and can be reviewed in the detailed alignment of standards. At the program level, subject matter standards have been identified and are indicated for each course within a program. The alignment of standards specific to courses within programs will be viewable in the state of Minnesota Board of Teaching folder, selecting Form I-D: Evidence of Learning & Assessment Opportunities within each program.

The unit has clear transition points for programs, which articulate the expectations for candidates and accountability structure for the unit. While initial level transition point requirements vary somewhat for different programs, the following provides a general sense of those points across programs.

Admission Requirements

- * complete 100 and 200 level education core courses with a grade of C- or higher
- * earn a "Pass" for the introductory practicum
- * earn an Education Core GPA ≥ 2.5
- * earn a Liberal Studies/Dragon Core GPA ≥ 2.25
- * earn a cumulative GPA ≥ 2.5 (2.75 for elementary and early childhood education)
- * take the Professional Skills Test (Praxis I)
- * complete dispositions self-assessment
- * submit letter reflecting on ways in which university courses to date address the unit's conceptual framework
- * document experience working with groups of children (elementary and early childhood education)

- * demonstrate effective written communication skills (elementary and early childhood education)

Assessment

- * ED205 Web Assignment

Retention in Program

Requirements

- * continue to complete education core courses with a grade of C- or higher
- * earn a "Pass" for all practica
- * maintain Education Core GPA ≥ 2.5
- * maintain Liberal Studies/Dragon Core GPA ≥ 2.25
- * maintain cumulative GPA ≥ 2.5 (2.75 for elementary and early childhood education)

No assessment, but requirements reviewed with advisors each semester

Admission to Student Teaching

Requirements

- * GPA ≥ 2.5 for education core classes
- * GPA ≥ 2.25 for Liberal Studies/Dragon Core
- * cumulative GPA ≥ 2.5 (2.75 for elementary and early childhood education)
- * complete dispositions self-assessment
- * successfully complete practica experiences and assignments
- * successfully complete required portfolio assignments

Assessment

- * Evidence of Standards Met (piloting now; will be required Fall 2009 as part of student teaching application for Spring 2010 and beyond)

Exit from Student Teaching

Requirements

- * GPA ≥ 2.5 for education core classes
- * GPA ≥ 2.25 for Liberal Studies/Dragon Core
- * cumulative GPA ≥ 2.5 (2.75 for elementary and early childhood education)
- * demonstrate knowledge, skills, and dispositions as assessed on final evaluation instrument by cooperating teachers
- * demonstrate knowledge, skills, and dispositions as assessed on final evaluation instrument by university supervisors
- * demonstrate successfully knowledge, skills, and dispositions assessed through work samples submitted for the capstone portfolio

- * complete exit survey rating unit and program effectiveness

Assessment

- * Final Evaluation of Student Teaching Performance
- * Capstone Portfolio Unit Plan
- * Disposition Final Evaluation

Follow-up

- * Surveys of cooperating teachers of candidates' knowledge, skills, and dispositions (conducted every three years)
- * Self-rating follow-up surveys by novice teachers (program graduates) of their preparation with regard to knowledge, skills, and dispositions (conducted every three years).
- * Surveys of administrators regarding the quality of MSUM graduates they hire (conducted every three years)

The research base supporting the conceptual framework was reviewed and updated by the Conceptual Framework committee, whose membership reflects both professional education faculty and arts and sciences faculty who help prepare teacher candidates, beginning in Fall 2006. The framework remains essentially the same although the research base informing the conceptual framework has been updated.

Standard 1 - Knowledge, Skills, and Dispositions

Candidates preparing to work in school as teachers or other professional school personnel know and demonstrate the content, pedagogical content knowledge, pedagogical, and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Teacher Candidates: Content Knowledge

Candidates at the initial levels demonstrate content knowledge in a variety of ways throughout their program. As part of the Minnesota teacher licensure requirements, all candidates must successfully pass the Praxis I Pre-Professional Skills Tests (PPST) for licensure. However, because of a focus on access and opportunity, Minnesota statute prohibits public institutions of higher education from requiring candidates to pass the PPST for admission into teacher education programs but does require that candidates take the PPST prior to enrolling in 300- and 400-level courses. As can be seen in Table 4, data shows that overall pass rates for Praxis I, for the period 2004 – 2008 are 92% or higher.

The Minnesota Board of Teaching also requires candidates to pass the Praxis II Content Knowledge exam for their discipline in order to earn a teaching license. Advanced candidates seeking an additional licensure or endorsement must also pass the Praxis II Content Knowledge exam for their additional field, if they did not do so at the initial level (for example, a candidate returning for additional licensure in special education would not need to take the special education content knowledge exam if s/he had taken it for a previous special education license). As Table 4 illustrates, data indicate that candidates know their content subject matter, as all programs have pass rates above 80%.

Data indicate that MSUM teacher candidates pass content area tests at a very high level, based on passing rates of 92%, and suggest candidates are strong in the area of content knowledge. Pass rates for “Other Content Areas” are not reported because of small program sizes.

Candidates demonstrate their mastery and application of content knowledge throughout a semester of student teaching. Candidates receive a final evaluation of their ability by both the cooperating teacher and the university supervisor. According to data reported in Table 4a.1 Final Evaluations: 2006-2008, and specifically, item one on the Student Teaching Final Evaluation asks both cooperating teachers and university supervisors to rate the candidate’s demonstration of content knowledge: “Demonstrates knowledge of content,” candidates are rated exceedingly well on this item. Mean score ratings for both cooperating teachers and university supervisors fall above the required “on target” level required for candidate success in this area.

As indicated in Table 2, all initial level programs have met standards set by the State of Minnesota, and are currently approved through June 2009, indicating that candidates have had opportunities to develop their content knowledge, such that they meet state standards for content knowledge required for teachers.

Advanced Candidates

Candidates at the advanced level demonstrate content knowledge upon entrance to the graduate program. A requirement for admission to graduate study in education programs is a minimum one-year successful teaching (see Admissions C & I, Admissions SPED). In Minnesota, classroom teachers must be licensed, so candidates are presumed to have met requirements identifying them as qualified in their content area.

Graduate students must also maintain a 3.0 cumulative GPA for all graduate work and can have no grade lower than C in any graduate course required for their program. Candidates in special education seeking additional licensure must pass the PRAXIS II content exam for special education if they have not already done so. For the years 2004 through 2008, the pass rate for this content exam was 100%, indicating that graduate students in special education know their content.

Candidates in the Curriculum and Instruction master's program do not take PRAXIS II exams, but do complete a capstone paper, research project, and oral presentation of that project. Data indicate that candidates know the content of their program, which is focused on educational foundations, curriculum theory, instructional practices, and educational research. For example, the capstone paper requires students to respond to four questions: 1) What is the purpose of school? 2) What is the relationship between school and society? 3) How has the C and I program informed your work as a teacher and changed you as an educational thinker? and 4) What questions remain after completing the C and I program? Questions one and two are the main themes for the C and I program, while questions three and four are intended to assess self-reflection and depth and breadth of thinking. Data indicate that for the period 2003-2005 (most recent program report) all 15 candidates passed the capstone paper, with a mean score of 6.0 using the capstone rubric (available in hard copy in the exhibit area) with a scale of 1 (poor) to 7 (excellent). Further, data for the action research projects, in which candidates apply research to answer classroom-based research questions, indicate that all candidates (15) passed, with a mean score of 6.0, using the action research project rubric (available in hard copy in the exhibit area), with a scale of scale of 1 (poor) to 7 (excellent).

The unit elicits feedback from our candidates (as exiting seniors and as novice teacher graduates), as well as from external stakeholders regarding candidates' content knowledge. Data from surveys of exiting seniors, novice-teacher graduates, cooperating teachers, and administrators, indicate that our candidates do demonstrate content knowledge. As can be seen on the Follow-up Survey: Content, all survey constituents rated candidates at 4.92 or higher on a 6-point scale (1-strongly disagree prepared to 6-strongly agree prepared) with regard to content knowledge. This data is in line with results from PRAXIS II content exams for initial teacher candidates, where passing rates range from 92% to 100% over the past four years.

Teacher Candidates: Pedagogical Content Knowledge and Skills

Data collected by the unit with regard to pedagogical content knowledge includes PRAXIS II, Principles of Learning and Teaching assessments, which are required by the state of Minnesota for teacher candidates seeking licensure. An additional performance assessment (student teaching final evaluation) and artifacts submitted for review in the capstone portfolio. Table

1b.1a illustrates the 98% to 100% pass rates for candidates taking the PRAXIS II, Principles of Learning and Teaching for the period 2006-2008.

Advanced Candidates

Advanced candidates demonstrate their pedagogical content knowledge throughout their graduate programs. Candidates in the advanced special education program demonstrate these skills through the PRAXIS II, Principles of Learning and Teaching exam, if they did not do so at the undergraduate level. Further, they demonstrate pedagogical content knowledge during their student teaching, during final evaluation by their cooperating teacher and university supervisor.

Candidates in the curriculum and instruction program identified themselves as more effective teachers as a result of the program, with a mean score of 4.6 on the program evaluation survey (available in hard copy in the exhibit area), with 1 (low) and 5 (high). Further, data for the action research projects, in which candidates apply research to answer classroom-based research questions, indicate that all candidates (15) passed, with a mean score of 6.0, using an action research project rubric (available in hard copy in the exhibit area), with a scale of 1 (poor) to 7 (excellent).

Technology is addressed in various methods courses and candidates are expected to use it where appropriate as they design instruction for students. Candidates are evaluated on their use of technology as part of the final student teaching evaluation (available in hard copy in the exhibit area). Data indicate that candidates demonstrate their ability to use technology. Fall semester 2007 cooperating teachers and university supervisors determined that 89% of student teachers were rated as on target or better in their ability to demonstrate competence using technology. During Spring Semester 2008 (after a revision to the final evaluation instrument) 96% of candidates were rated as on target in their ability to demonstrate competence using technology.

Data from Follow-up Survey: Technology of exiting seniors, novice graduates, cooperating teachers and administrators, indicate that candidates can integrate technology into their teaching, with constituent mean scores ranging from 4.08 to 5.6 on a six point scale, where 1 is strongly disagree and 6 is strongly agree. Response rates to the surveys are indicated on the table.

Data indicate that candidates demonstrate pedagogical content knowledge and skills. For example, when asked if candidates are able to use group and individual teaching strategies, exiting seniors, novice teachers, administrators, and cooperating teachers all rate this area highly. Mean scores range from 4.88 to 5.69 on a six point scale, where 1 is strongly disagree and 6 is strongly agree, as reported on Follow-up Survey: Pedagogical Content Knowledge_Grouping. Response rates for each survey are indicated on the table.

Additionally, when asked about candidates' ability to establish effective learning environments, constituents again rate candidates as able to do so, with mean scores from 4.56 to 5.74 on a six point scale, where 1 is strongly disagree and 6 is strongly agree, as reported on the Follow-up Survey: Pedagogical Content Knowledge_Learning Environment. Response rates are reported on the table.

Constituents were also asked about candidates' ability to organize the classroom curriculum. Data from the Follow-up Survey: Pedagogical Content Knowledge_Organize Classroom Curriculum indicate that candidates are able to organize their classroom curriculum. Mean scores for the various questions in this area ranged from 4.54 to 5.50 on a six-point scale, where 1 is strongly disagree and 6 is strongly agree. Response rates are reported on the table.

Teacher Candidates: Professional and Pedagogical Knowledge and Skills

Candidates develop their professional and pedagogical knowledge and skills in the education core and further strengthen them in discipline-specific methods courses. Core courses taken by all teacher candidates that address the Minnesota Standards of Effective Practice (ED 205, ED 294, ED 310, SPED 320 and AMCS 233; these will be viewable in the Syllabi folder) provide candidates with knowledge related to historical, economic, sociological, philosophical, and psychological understanding of education and schooling. Candidates reflect on experiences in education as they address current issues. Because all teacher education candidates take the core courses, each course includes components of the Minnesota Board of Teaching Standards of Effective Practice. These core courses address diversity, technology, professional ethics, and legal and policy issues that are essential to help candidates develop meaningful learning experiences that facilitate learning of all students. Candidates must pass these courses with a C- or better grade.

In addition, meeting the needs of all students and understanding students within the context of family/community are the premises of courses such as AMCS 233, Education and Multicultural America, and SPED 320, Educational Services for Individuals with Exceptionalities, required for all teacher education candidates. As candidates complete these core classes, they develop a better understanding of how students learn and how to make ideas more accessible to them. Candidates must also pass these courses with a C- or better.

A review of data from PRAXIS II, Principles of Learning and Teaching exams indicate that candidate do possess knowledge and skills in this area. For the period 2004-2008, aggregate passing rates for this state-required exam ranged from 97% to 99%.

Candidates learn to use research as a way to inform teaching through the completion of various course assignments. For example, candidates may research best practices in reading or examine theoretical approaches to instruction. The importance of connecting concepts to students' prior experiences and applying professional knowledge to real-world problems is a part of most methods courses across all programs. Candidates further strengthen their pedagogical knowledge and skills in upper-level methods courses.

Candidates develop an understanding of the roles and responsibilities of the professional community in their coursework, especially within the education core. For example, they learn about professional dispositions in ED 205. Candidates are expected to adhere to legal and ethical mandates in their field placements and student teaching. Data from Follow-up Survey: Professional and Pedagogical_Professional Behaviors, indicate that candidates behave professionally. Constituent responses from administrators, cooperating teachers, exiting seniors, and graduates show means ranging from 5.07 to 5.77, on a 6-point scale, from 1 (strongly disagree) to 6 (strongly agree). Response rates are reported on the table.

Data from follow up surveys indicate that candidates demonstrate an understanding of professional and pedagogical knowledge. Candidates are able to communicate effectively, according to responses from administrators, cooperating teachers and self-reports of exiting seniors and novice-teacher graduates. Follow-up Survey: Professional and Pedagogical_Communication data indicate that candidates are effective communicators. Constituent responses from administrators, cooperating teachers, exiting seniors, and graduates show means ranging from 4.60 to 5.58, on a 6-point scale, from 1 (strongly disagree) to 6 (strongly agree). Response rates are reported on the table.

A number of courses address diversity as well as the relationships among family, school, and community, including EECE 428 Building Partnerships, SPED 443 Consultation and Collaboration, and ED 443E Classroom Management/Consultation. Guest lecturers including parents, practicing teachers, and school administrators provide candidates with authentic voices from the field representing a variety of perspectives. Candidates demonstrate their knowledge and skills related to families and communities in coursework, during field and clinical practices, and on state licensure exams. Data from follow-up surveys of administrators, cooperating teachers, exiting seniors and graduates also documents that candidates are knowledgeable in this area. Follow-up Survey: Professional and Pedagogical_Diversity data indicate that candidates know and are able to use knowledge in this area. Constituent responses from administrators, cooperating teachers, exiting seniors, and graduates show means ranging from 4.65 to 5.33, on a 6-point scale, from 1 (strongly disagree) to 6 (strongly agree). Response rates are reported on the table. Follow-up Survey: Professional and Pedagogical_Development data indicate that candidates also know and demonstrate knowledge of development more generally. Constituent responses from administrators, cooperating teachers, exiting seniors, and graduates show means ranging from 4.86 to 5.47, on a 6-point scale, from 1 (strongly disagree) to 6 (strongly agree). Response rates are reported on the table.

Advanced Candidates

Data from the PRAXIS II, Principles of Learning and Teaching exam indicate that advanced teaching candidates in special education demonstrate professional and pedagogical knowledge and skills. Again, many of these candidates will have taken the exam as initial licensure candidates, but data from 2004-2008 shows passing rates of 97% to 99%.

The Master's degree in Curriculum and Instruction (C & I) is aligned with the unit's conceptual framework and with the National Board of Professional Teaching Standards. Thus, coursework is designed to help candidates acquire professional and pedagogical knowledge. The culminating piece for the C & I degree program is design, implementation, and analysis of a classroom-based action research project. This project is designed to respond to teaching and learning problems encountered by the advanced candidate in his or her classroom. An important part of the project is for the advanced candidate to reflect on and provide a plan for implementing what was learned about students and their learning as a result of conducting the action research project. Data from the Evaluation rubric for the Curriculum and Instruction Program Report (available in hard copy in the Exhibit area) for the research project indicates that, for the 15 candidates reviewed, all passed the requirements, earning a mean of 6.0 on a 7-point scale, where 1 is poor and 7 is excellent.

Current survey instruments do not differentiate between initial and advanced candidates. As described above, Follow-up Survey: Professional and Pedagogical_Professional Behaviors data indicate that candidates behave professionally. Constituent responses from administrators, cooperating teachers, exiting seniors, and graduates show means ranging from 5.07 to 5.77, on a 6-point scale, from 1 (strongly disagree) to 6 (strongly agree). Response rates are reported on the table. Follow-up Survey: Professional and Pedagogical_Communication data indicate that candidates are effective communicators. Constituent responses from administrators, cooperating teachers, exiting seniors, and graduates show means ranging from 4.60 to 5.58, on a 6-point scale, from 1 (strongly disagree) to 6 (strongly agree). Response rates are reported on the table.

Follow-up Survey: Professional and Pedagogical_Diversity data indicate that candidates know and are able to use knowledge in this area. Constituent responses from administrators, cooperating teachers, exiting seniors, and graduates show means ranging from 4.65 to 5.33, on a 6-point scale, from 1 (strongly disagree) to 6 (strongly agree). Response rates are reported on the table. Follow-up Survey: Professional and Pedagogical_Development data indicate that candidates also know and demonstrate knowledge of development more generally. Constituent responses from administrators, cooperating teachers, exiting seniors, and graduates show means ranging from 4.86 to 5.47, on a 6-point scale, from 1 (strongly disagree) to 6 (strongly agree). Response rates are reported on the table.

Teacher Candidates: Student Learning

Candidates develop their ability to adjust assignments, make modifications, and develop learning activities that ensure student learning through their methods coursework. Early exposure to classroom situations through field experiences allows candidates to begin monitoring student learning and pedagogical skills. For example, during field experiences, candidates interview classroom teachers about the ways in which they plan and implement instruction to ensure that all students learn. Candidates also learn how to assess student learning, either in specific courses devoted to assessment or as part of methods courses within specific programs. Candidates ultimately are expected to demonstrate the ability to plan and reflect on instruction designed to ensure that all students learn. This is documented through their unit plans, which are completed during student teaching, then submitted for review via the capstone portfolio. A review of data from the unit plan assessment reveals that virtually all candidates scored at acceptable or higher with regard to create, implement, and analyze lessons to ensure all students learn.

Data from final evaluations for candidates indicates that cooperating teachers and university supervisors rate candidates as “on target” or higher with regard to assessment. Data from surveys of administrators, cooperating teachers, exiting seniors, and graduates also indicate that candidates know and can use assessment to monitor student learning. Data from the Follow-up Survey: Student Learning_Assessment indicate that candidates also know and demonstrate knowledge of assessment and its use for monitoring instruction. Constituent responses from administrators, cooperating teachers, exiting seniors, and graduates show means ranging from 4.31 to 5.50, on a 6-point scale, from 1 (strongly disagree) to 6 (strongly agree). Response rates are reported on the table. Further, data from Follow-up Survey: Professional and Pedagogical_Development, indicate that candidates also know and demonstrate knowledge of development and use that knowledge to modify or adapt instruction for students as needed. Constituent responses from administrators, cooperating teachers, exiting seniors, and graduates

show means ranging from 4.86 to 5.47, on a 6-point scale, from 1 (strongly disagree) to 6 (strongly agree). Response rates are reported on the table. Finally, data from Follow-up Survey: Professional and Pedagogical_Diversity, indicate that candidates know and are able to use knowledge in this area to address the need of all learners. Constituent responses from administrators, cooperating teachers, exiting seniors, and graduates show means ranging from 4.65 to 5.33, on a 6-point scale, from 1 (strongly disagree) to 6 (strongly agree). Response rates are reported on the table.

Advanced Candidates

Candidates in the special education graduate program know and apply knowledge of assessment during their field and clinical practices. Data from final evaluations (will be available in hard copy in the exhibit area) for candidates indicates that cooperating teachers and university supervisors rate candidates as “on target” or higher with regard to assessment. Candidates in the curriculum and instruction graduate program develop and apply in their classrooms in-depth knowledge related to student learning throughout their coursework, which is aligned with NPBTS proposition 3.

Because current surveys do not discriminate between initial and advanced candidates, we are able to report only on survey data generally. Data from surveys of administrators, cooperating teachers, exiting seniors, and graduates also indicate that special education candidates at the advanced level who are seeking additional licensure know and can use assessment to monitor student learning. Follow-up Survey: Student Learning_Assessment data indicate that candidates also know and demonstrate knowledge of assessment and its use for monitoring instruction. Constituent responses from administrators, cooperating teachers, exiting seniors, and graduates show means ranging from 4.31 to 5.50, on a 6-point scale, from 1 (strongly disagree) to 6 (strongly agree). Response rates are reported on the table. Further, data from Follow-up Survey: Professional and Pedagogical_Development indicate that candidates also know and demonstrate knowledge of development and use that knowledge to modify or adapt instruction for students as needed. Constituent responses from administrators, cooperating teachers, exiting seniors, and graduates show means ranging from 4.86 to 5.47, on a 6-point scale, from 1 (strongly disagree) to 6 (strongly agree). Response rates are reported on the table. Finally, data from Follow-up Survey: Professional and Pedagogical_Diversity indicate that candidates know and are able to use knowledge in this area to address the need of all learners. Constituent responses from administrators, cooperating teachers, exiting seniors, and graduates show means ranging from 4.65 to 5.33, on a 6-point scale, from 1 (strongly disagree) to 6 (strongly agree). Response rates are reported on the table.

Other School Professionals: Knowledge and Skills

Candidates in speech-language pathology are required to take the PRAXIS National Examination of Speech-Language Pathology or Audiology exam. Candidates in school psychology (specialist program) take the PRAXIS II School Psychologist Specialty Area exam. Candidates in school counseling take Counselor Preparation Comprehensive exam. Candidates in educational leadership are not required to take a state licensure test, nor are one required for program completion. The aggregate overall pass rate shown on Table 5 for all programs requiring an exam is 100%. All programs have a 100% pass rate. Data indicate that candidates in programs for other school professionals do have content knowledge in their respective fields. All

programs preparing candidates for other school professional positions are nationally accredited and reviewed.

Other school professionals complete several key assessments and those which might specifically address their knowledge of students, families, and communities; use of data and current research to inform their practice, and use of technology in their practice are most likely to be the items completed during the exit transition step: thesis or research project, capstone paper or comprehensive exams, and state test if required.

According to the most recent assessment plan, candidates in Educational Leadership are expected to promote a positive school culture as well as collaborate with families and other community members, understanding and responding to cultural context. Additionally several of the NCATE competencies and indicators for superintendents and principals related to knowing students, families, and communities; using data and current research; and using technology are listed (e.g. 1.5, 1.6, 2.3, 3.8, 9.1, 9.2,9.3, and 10.3.)

Candidates in Counseling and Student Affairs were re-accredited by CACREP in 2007. Their competencies include the ability to demonstrate counseling skills in an effective manner, and to conduct and evaluate research. They are assessed on the CPCE exam with a pass rate of 100%. The School Psychology program's most recent NCATE/NASP report was completed in 2002. Data from the Specialist Portfolio Rating Sheet indicates candidates passed at either the "adequate" or "strong" levels on items related to conducting and evaluating research; designing and implementing strategies for a variety of learning and social – emotional problems; consulting effectively with teachers and parents; understanding and working effectively with individuals with disabilities and/or different cultural groups; and effectively using technology.

Candidates in Speech-Language Pathology have identified learning outcomes related interpersonal/professional ethics and behavior; and oral communication. Additionally they complete the NESPA (ETS).

At least once every three years, program faculty in CNSA conduct and document findings of formal follow-up studies of program graduates and also of clinical site supervisors and program graduate employers, to assess graduate perceptions and evaluations of major aspects of the programs. The most recent assessment was completed in 2006. For further information, please see CNSA Report (available in hard copy in the exhibit area).

For the Educational Leadership program a yearly follow-up of graduates is conducted in the spring of each school year. For further information, please see Educational Leadership Report (available in hard copy in the exhibit area).

In 2002 the School Psychology program surveyed alumni. 21 of 32 surveys were returned and summarized (66%). Respondents used a 5-point rating scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree.) Means ratings for working knowledge of the following are recorded in the School Psychology NCATE/NASP Portfolio: school systems (3.95), educational issues (3.81), and educational curricula (3.0.) They also rated skills, including having learned effective observation skills (4.71,) counseling techniques (3.05) and skills in using technology relevant to

my job (3.95.) For further information, please see School Psychology Report (available in hard copy in the exhibit area).

Other School Professionals: Student Learning

All programs preparing candidates for other school professional positions are nationally accredited and reviewed. Follow-up studies of graduates and / or employers are generally positive about graduates' ability to create positive environments for student learning. For further information, please see reports for Other School Professionals, available in hard copy in the exhibit area.

All Candidates: Professional Dispositions

In 2005, the unit established a uniform process for assessing teacher candidates' professional dispositions throughout their time in their programs. The professional dispositions are aligned with the conceptual framework and state and professional standards.

The unit's dispositions are as follows:

The candidate:

- * exhibits intrinsic motivation and passion for learning
- * strives for quality and completeness
- * exhibits preparation and organization
- * exhibits reliability
- * maintains appropriate dress and hygiene
- * exhibits honesty and integrity in interactions and decisions
- * engages in self-reflection
- * demonstrates responsiveness to feedback
- * exhibits effectiveness in group interaction, showing openness to the needs and views of others
- * recognizes and demonstrates appropriate boundaries
- * listens and respects other points of view
- * uses appropriate communication
- * shows enthusiasm reflecting a positive attitude
- * listens respectfully to all other students in a group
- * interacts positively and appropriately with students
- * treats all students fairly and equally
- * expects all students to succeed
- * demonstrates an awareness of different learning styles
- * recognizes and respects the uniqueness of each individual
- * recognizes that diversity enhances the classroom
- * demonstrates a commitment to learning about cultures different from one's own
- * embraces the challenge to learn from people of other cultures and ethnic groups

Teacher candidates are introduced to the professional dispositions during the seminar for ED 205E, the field experience that accompanies the unit's introductory education course. Candidates complete a professional dispositions self-assessment as part of the application for admission to the program and review their growth as they move through it. Additionally,

cooperating teachers assess candidates on the professional dispositions during field and clinical experiences.

In addition to ongoing assessment of professional dispositions during field and clinical experiences, faculty may also document concerns about candidates' dispositions in required courses. With guidance from the Director of Field Experiences, faculty discuss areas of concern with candidates and devise a plan for improvement. This improvement plan is then placed in the candidate's file. A progress report will follow, indicating that the student was able to improve or was not able to improve. A meeting with the Director of Teacher Education may be needed to discuss a remediation plan.

Candidates may work to improve their dispositions in a variety of ways. For example, candidates may, depending on the area in need of remediation, take CMST 315—Interpersonal Communication, or courses from specific disciplines, such as multicultural or special education. Candidates may also seek support through MSUM's Counseling Center. Candidates who have not made progress toward identified areas of need with regard to their professional dispositions are not allowed to student teach.

Dispositions are also important for other school professionals or candidates at the advanced level. The majority of programs at the advanced level work with program specific dispositions based on professional or state standards or competencies

Advanced candidates bring to the C and I program basic dispositional competencies gained in their undergraduate teacher education programs. Three programmatic themes speak to the kind of advanced level of dispositions threaded throughout the program: teachers as decision makers, teachers as reflective practitioners, and teachers learning through inquiry. Dispositions addressed in the program include valuing collaboration, considering an issue from multiple perspectives, critical reflection, and suspending one's reality so to consider another's reality. Throughout the program advanced candidates work collaboratively in small groups and process group interactions and dynamics; reflect on their own work, the work of their peers, and the curriculum and instruction used in the courses; and complete critical reflections and analyses of readings.

Specific items are within the dispositions self-assessment instrument related to fairness and the belief that all students can learn. Candidates are evaluated on these items and must be rated satisfactorily, in particular Item 16 (treats all students fairly and equally) and Item 17 (expects all students to succeed.). Data from Fall 2007

Data from Follow-up Survey: Professional and Pedagogical Professional Behaviors indicate graduates' demonstration of professional dispositions is positive. On a scale of 1-6 with 1 = Strongly Disagree and 6 = Strongly Agree, administrators rated graduates at 5.13 for protecting safety and confidentiality of students, and 5.07 for initiating effective professional relationships. Novice teachers rated themselves at 5.76 for ethical behavior, and 5.48 for collaborating well with students, school staff and parents.

Standard 2 - Assessment System and Unit Evaluation

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

Assessment System

The unit has an assessment system in place to document that candidates meet outcomes articulated in the conceptual framework and national, state, and institutional standards. Although the plan for the assessment system was developed in 2000 with input from the professional community, aspects of it had not been fully implemented. When the NCATE coordinator was appointed in Spring 2006, she worked with professional education faculty and the NCATE steering committee to address elements of the assessment system that had not yet been implemented. The following has been put in place since Spring 2006:

- ·Use of LiveText for electronic data and candidate portfolio collection and storage
- ·Use of FileMaker Pro for data management related to candidates and placements
- ·Development of electronic portfolio for teacher candidates
- ·Compilation of diversity competencies into a central document
- ·Migration of all field experience and student teaching evaluations from paper to electronic format
- ·Migration of disposition evaluations and candidate self-assessment forms to electronic format
- ·Migration of admission-to-program applications to electronic format
- ·Migration of field experience and student teaching placement applications to electronic format
- ·Development of templates and procedures for sending candidates electronic copies of all field experience and student teaching evaluations
- ·Development and implementation of demographic data collection instrument for use in tracking placement diversity
- ·Migration of all unit and program data storage to university server for better access by program faculty
- ·Implementation of data review days for professional education and arts and science faculty primarily responsible for teacher candidate education to review and discuss data

Several elements of the assessment system have been reviewed and updated with input from faculty, students and the professional community, including the Field Experiences Advisory Committee, K-12 and Secondary faculty groups, the professional education faculty and area administrators via the Dean's Advisory Council. For example, clinical faculty and university supervisors provided input regarding a recent redesign of the student teaching final evaluation. While the major categories of "unacceptable" and "on target" are used for this summative evaluation, levels within the "on target" designation were added, based on input from those using the assessment tool, allowing evaluators to differentiate between candidates who are on target and those who exceed expectations for student teaching candidates. After students expressed concerns about not being able to readily locate forms required for field experiences, faculty in

the Field Experience Office created a central web page where candidates could access needed material more easily. The capstone portfolio was presented to the professional education faculty for their input and review before being accepted for use by the unit. When the dispositions evaluation instrument was developed, it also was shared with education faculty for input and review. Major changes in policy—for example, changes in grade point requirements and the dispositions assessment instrument—must also be reviewed and approved by various committees. For example, the cumulative grade point average requirement for candidates in special education is being raised from 2.50 to 2.75. This action has received input from professional education faculty and is currently under review by other university committees.

While elements of the system are now in place, the system is a dynamic one and will likely evolve to better meet unit and program needs. For example, the NCATE coordinator will, upon completion of this review cycle, recommend that faculty undertake an in-depth review of the system to generally ascertain whether or not it continues to meet the needs of unit and program faculty for determining candidate progress and program improvement across all programs, both initial and advanced.

The unit collects a variety of assessment data, from both external and internal sources, to ensure that candidates meet national, state, and institutional standards. Data is aggregated for the unit, as well as disaggregated by program and disseminated to faculty for program review purposes. Data specific to individual candidates is collected and used to ensure that candidates meet required standards at four points within the program: admission, retention, acceptance for student teaching and exit.

Admission

Candidates must complete at least nine credits of 100 and 200 level education core courses, with grades of C- or better in each and at least a 2.5 GPA for education core classes. Additionally, candidates must earn at least a 2.5 GPA in their Dragon Core (liberal studies) courses and at least a 2.5 GPA overall (higher for candidates in elementary and early childhood education). Elementary and early childhood education candidates must also have completed 45 semester credits, provide evidence of adequate English written language communication skills, and document experience working with groups of children. Key assessments include the dispositions self-assessment and PRAXIS I (PPST) scores. State of Minnesota law requires candidates to take, but not necessarily pass, the PPST tests prior to entry into any 300 or 400 level education courses. With the exception of transfer students (who are allowed one semester to establish the required GPA), students who do not meet required minimums are not admitted to the program and must reapply once minimum requirements are met.

Retention

Candidates must maintain required 2.25 GPAs for both the Dragon Core and education core, earn C- or better in all education core courses, achieve satisfactory performance evaluations for field experiences, and maintain overall GPAs of 2.5 or better (K-12/secondary and special education candidates; 2.75 GPA for elementary and early childhood education candidates).

Admission to Student Teaching

Candidates must be currently admitted to Teacher Education and have completed all education core courses with a C- or better and core GPA of 2.5. Candidates must also maintain the required 2.5 Dragon Core GPA and 2.5 overall GPA (K-12/secondary and special education candidates; 2.75 GPA for elementary and early childhood education candidates). Candidates must also have achieved satisfactory performance evaluations for field experiences. Key assessments are the dispositions essay and professional letter of introduction for cooperating teacher.

Exit

Candidates must maintain GPAs of 2.5 in both Dragon Core and Education core, as well as 2.5 overall GPA (K-12/secondary and special education candidates; 2.75 GPA for elementary and early childhood education candidates). Candidates must complete capstone portfolio, including unit plans with analysis and reflection on their teaching and provide artifacts demonstrating their ability for each of the ten Standards of Effective Practice. Candidates must also meet all requirements for graduation. Candidates are also asked to complete the exit survey, providing feedback to the unit about its programs.

Follow-up surveys are sent to graduates in their first through third year of teaching every three years to obtain additional feedback for the unit regarding its programs. Administrators and cooperating teachers are surveyed every three years regarding program graduates.

To ensure fairness, accuracy, consistency, and freedom of bias of assessment procedures, departmental representatives are involved in the development of instruments, keeping in mind state, professional, and NCATE standards, as well as elements of the unit's conceptual framework. Input from education partners and from professional education and arts and science faculty is sought regularly regarding procedures. Piloting of assessments, as when the capstone portfolio was being developed, also occurs. The Field Experiences Office seeks feedback from cooperating teachers and its advisory council on a regular basis. Evaluation instruments have been reviewed to ensure that they continue to be aligned with the conceptual framework and national, state, and institutional standards. Policies for education programs and candidates are reviewed by professional education faculty, the teacher preparation committee, graduate studies committee (for advanced programs) and the institution's academic policy advisory committee.

Program Procedures include the following:

- Elementary and early childhood education candidates must demonstrate their English writing ability. This can be documented by passing the written portion of the PPST exam and earning a B (3.0) or better in freshman English courses (or an approved substitution, such as passing an advanced placement exam in English). Candidates may also sit for the 3-hour essay exam, which is blind scored by two faculty members independent of one another.
- The conceptual framework is included in all program syllabi and faculty are strongly encouraged to refer to it throughout their teaching

- Candidates in ED205, the introductory education course, are introduced to the professional dispositions
- Student teaching candidates attend a mandatory meeting where they are introduced to the student teaching handbook and policies
- Cooperating teachers and university supervisors receive training in evaluating student teachers

Faculty review yearly unit- and program-level data collected on candidate performance, including student teaching final evaluations, to identify areas of the curriculum that are strong as well as weak. In addition, faculty review data from administrator and cooperating teacher surveys, candidate exit surveys, and follow-up surveys of graduates in their first through third year of teaching. Faculty also engage in reviews of fellow faculty within their department. Under the master Agreement, all faculty are required to develop professional development plans (PDPs). Colleagues are strongly encouraged to provide written feedback regarding the plan. When faculty report on progress toward meeting the goals outlined in their PDPs, faculty are again encouraged to provide feedback.

Data Collection

Currently, the NCATE coordinator is responsible for the collection of data about candidates and the dissemination of aggregated and program-level data to faculty. Data are collected each semester and are reported out to programs and the unit yearly, usually at the end of the spring semester. To date, data presented in graph form, often with multiple year data for a particular item (exit survey, for example) presented. This was done to assist faculty in more easily identifying trends over time, both for strengths and areas in need of improvement. Faculty have reviewed data in this manner since Fall 2006. Professional education faculty and arts and sciences faculty primarily responsible for teacher education courses have reviewed unit-level data together, as well as reviewing program-level data with peers in that program or with peers who prepare candidates for the same age/grade level licensure areas. For example, K-12 program faculty or secondary content faculty have worked together to review data.

Data had been reported in hard copy formats only, but beginning Spring 2008, data has been available for review on a shared local area network server so more faculty have access to it. Data can still be accessed in hard copy and the data notebooks are stored in the main office area where most professional education faculty are located. Candidates and other stakeholders will also be able to view data reported on for the institutional report, as well as the report itself, online. As mentioned, the NCATE coordinator is currently responsible for data collection, analysis, and dissemination. Two other faculty members have reassigned time to assist the coordinator, one of whom is primarily responsible for maintaining the FileMaker Pro database.

Graduate students have also assisted with data management. Because so many evaluation forms for clinical experiences have been moved to LiveText, a support staff member in the Field Experiences office oversees management of those forms. In most cases, data is presented in line graphs, with supporting narratives as needed. Where multiple year data is available, multiple line graphs are used to better identify trends. Beginning this spring, data will also be provided in

table form, as with survey data from administrators, cooperating teachers, exiting seniors and graduates to more easily triangulate findings by common elements (such as data related to assessment or technology, and so on). Previously, the Director of Teacher Education disseminated PRAXIS information; the NCATE coordinator will also make available tables of PRAXIS data presented in support of the institutional report.

Historically, the unit collected data via paper surveys and evaluations. In Fall 2006, the unit began using LiveText, an online data management system, and began moving clinical evaluations, key assessments, dispositions assessments, and diversity of clinical experience data to the online format. This has resulted in a more streamlined data collection process and allows the unit to better monitor which candidates have not yet submitted required documents, as well as which cooperating teachers or university supervisors have not yet submitted final evaluations. It also will allow the unit to review inter-rater reliability of key assessment evaluations, although this has not yet been instituted. Further, LiveText provides an opportunity for candidates to develop technology skills as they upload documents, develop their capstone portfolios, and create assignments using the LiveText platform.

LiveText's "forms" feature has played a major role in the unit's conversion to online evaluation tools and surveys. Additionally, the online data collection system allows the unit to more easily export individual candidate data and upload it to FileMaker Pro, the electronic database system used to track data by individual candidate. Finally, the use of the electronic data collection system has also increased the return rate for exit surveys completed by candidates at the end of their final semester.

The office of the Dean of Education and Human Services maintains records of candidate complaints, and the dean maintains oversight of candidate disputes and complaints. When a complaint is brought to the dean, she records it, investigates, and meets with the affected party/parties.

Use of Data

Data indicate that candidates perform well, both in terms of their own performance growth and with regard to student growth. Both internal and external data indicate that candidates know their subject content, professional, and pedagogical content knowledge; use a variety of teaching strategies; and are professional in their interactions. Data does indicate that candidates do not feel well prepared in the use of standardized assessment, especially their ability to interpret standardized test scores. Candidates also report being well prepared to use discipline-specific technology and multimedia technology.

Candidates use the feedback they receive from evaluations and dispositions assessments to improve their abilities. During coursework, candidates use feedback from faculty and peers to further develop their skills as well. During student teaching, candidates meet regularly with their cooperating teachers and university supervisors and use midterm evaluations to set improvement goals for themselves. Candidates can also review findings of the most frequently identified strengths and weaknesses, mentioned by administrators, cooperating teachers, exiting seniors and graduates, by visiting the "Did You Know" bulletin board, located near the dean's office. Faculty have used the results of data to make improvements to the program. For example,

faculty teaching assessment courses are doing more to help candidates understand standardized assessment. When faculty in the former elementary and early childhood education department noticed that candidates rated advising by faculty poorly, several faculty began asking candidates to complete advising surveys to improve their ability in this area. The NCATE coordinator serves on the university's Student Learning Outcomes and Assessment Committee (SLOAC) and has discussed with that committee ways in which unit and program data could be used in support of annual reports programs submit to this committee.

The unit revised its data collection methods, after recognizing that it was not able to easily track when required evaluation forms and other documents were being submitted. Since implementing LiveText as its online data collection platform, final evaluations, candidate self-assessments and so on can be tracked and follow-up reminders sent out in a more-timely manner. Field and clinical evaluations were reviewed and updated as a result of the move to the online data gathering system. The online capstone portfolio and rubric were developed and put in place after discussion with a faculty member who used a similar assignment in her senior-level course. Several informal conversations have begun among faculty interested in devoting more time for faculty to formally review data. The fact that data is now more readily available for review appears to have sparked interest in using it in an ongoing manner.

The unit realized that it did not have good information about the diversity of placement sites and was not able to track candidates' opportunities to work with students from diverse backgrounds. As a result, the Field Experiences Office developed a diversity interview, in which candidates ask teachers in their field placement about the diversity of the classroom, teaching strategies, and approaches the teacher uses to help meet the learning needs of these students. Faculty teaching assessment courses have better addressed standardized assessment and interpretation of standardized assessment scores. After implementing the dispositions assessment, feedback from students indicated the need for education about dispositions. As a result, the introductory education course, ED205, now includes a dispositions component.

Candidates receive assessment data specific to them (e.g., field experience evaluations) in a timely manner after the assessor submits the evaluation electronically. Candidates also receive feedback on their capstone portfolio assignments. Data has been shared with faculty on an annual basis during the data review sessions, via the data notebooks and now electronically, via the network server. Stakeholders can view data used in support of the institutional report on the unit's website. The dean also shares findings with members of the dean's advisory council.

The unit has worked diligently to implement all aspects of its assessment plan for initial-level teacher education programs, initially drafted in 2000. It has identified key assessments, and instituted a comprehensive electronic system of data collection. Data review sessions have been received well by most faculty.

As the unit moves forward, faculty will continue to analyze and better integrate the NCATE assessment and evaluation process within everyday workings of the unit. Additionally, the NCATE coordinator will request that the unit research ways in which to formalize the assessment system for advanced programs. The NCATE coordinator will request that faculty review the assessment system to determine whether or not it continues to meet the needs of the

unit, and if not, how to adjust the system to meet unit needs. The NCATE coordinator is researching methods for more streamlined collection of data and information about advanced programs and programs preparing other school professionals. She has invited coordinators of other accredited programs to review the online data collection system used by the unit. Given the tight financial condition of the institution and increased pressures on faculty time, ways need to be found to continue collecting and disseminating data in a timely manner, and the NCATE coordinator will be researching methods for doing so.

Standard 3 - Field and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Collaboration

The unit partners with schools in a seven county area surrounding MSUM, as well as with schools in the Minneapolis/St Paul metropolitan area, the Aldine, TX schools, near Houston, and with various schools in international settings. Each semester, the Field Experiences Office, on average, makes 400-500 field experience placements and 120-160 student teaching placements, in 121 local-area schools or centers, representing 25 districts. Additionally, the office generally places 2+2 practicum candidates and 25-30 student teaching candidates in the Minneapolis/St. Paul urban area, other states or international sites. For example, the unit has successfully formed a partnership with the Aldine Texas school district. Agreements with local school districts ensure that candidates will be placed in sites that will support their development as student teachers. Because three universities in the immediate area each need to arrange field placement and clinical sites for teacher candidates, the Field Experiences Office works closely with those institutions to ensure that the placement process runs smoothly. In addition, the Field Experience Office faculty work closely with the Field Experiences Advisory Council.

The Field Experiences Advisory Council (more fully described in the Field Experiences Handbook) is composed of teachers and administrators who have experience with the unit's student teaching candidates in their classrooms and buildings. The council meets each semester. At each meeting, issues regarding student teaching and practicum experiences are discussed, including, for example, candidate evaluations, supervisor visits, and the role of the cooperating teacher. In addition, the council discusses ways in which field experiences can be strengthened for both cooperating teachers and teacher candidates.

One example of a change that was made in response to the advisory council's input is the unit's joint orientation for cooperating teachers and student teachers. Previously, student teacher orientation was held solely for student teachers. University Supervisors were relied upon to communicate requirements to cooperating teachers. The newly structured joint orientation allows the unit to strengthen its communication and collaboration with cooperating teachers. Teachers become involved in the orientation by offering advice and voicing school requirements for student teachers. There is an opportunity for teachers and their student teachers to also meet individually to go through a questionnaire that helps to clear up any questions or concerns that may yet be unanswered.

MSUM's Field Experiences faculty also collaborates with the Aldine, TX school district to offer a unique practicum opportunity to work with elementary students and their classroom teacher live, via the Internet. Each week, using in-class cameras and microphones, in both the elementary classroom and in the university classroom, candidates observe a teacher working with students in a highly diverse, urban classroom in Aldine. In addition, candidates teach lessons and elicit student participation during this technology-supported field placement. The culminating activity for each session is a discussion with the teacher regarding that day's

instruction. Field Experience's partnership with Aldine includes a strong student teaching opportunity for teacher candidates.

School partners contribute significantly to candidates' growth and development, beginning with early field experiences. Candidates in initial programs begin by spending 30 hours in schools during ED 205E, the introductory field experience, observing and participating in ways that help them better understand the role of the teacher. They also begin to explore issues related to student diversity, and begin the process of reflecting on their own professional dispositions. At the same time, candidates are assessed to determine if they have the knowledge, skills, and professional dispositions required of teachers. Depending on their program, candidates may have opportunities to interact with students in several field experiences, as shown in Table 7.

Throughout their field placement experiences, candidates are asked to consider the diversity of classroom life and to interview the cooperating teacher about ways in which s/he supports learning for all students. Candidates also reflect on ways they might support all learners, drawing on what they learn in their placements, as well as reflect on their own professional dispositions.

Once candidates are accepted for the student teaching clinical, they attend an orientation meeting approximately two weeks prior to the beginning of student teaching. At that time, candidates meet with their cooperating teachers and learn about the policies and requirements for student teaching. As mentioned above, the joint orientation is a result of suggestions from partner schools and it affords candidates an opportunity to meet their cooperating teachers in a more relaxed setting and to ask any questions they may have. Candidates generally student teach for 14 weeks, unless their licensure requires placement at different grade/age levels, as shown in Table 7. MSUM requires that cooperating teachers are tenured in their school district and hold a valid teaching license in the licensure area of the student teacher. In addition, they must be recommended by their building principal, which the survey process, mentioned above, ensures.

Advanced Candidates

Advanced candidates in the K-12 Reading program complete some of their field experience in their own classrooms. Because the license is K-12, candidates are required to have experience at early, elementary, middle, and high school. Since the majority of the candidates are practicing teachers, the requirements are sometimes difficult to complete, so candidates may participate in after school programs or tutor a student at the appropriate age/grade range. While diverse placements are encouraged, it is not always possible for teachers to leave their classrooms to go to another site for a diverse placement. Again, candidates are encouraged to find alternate sites, perhaps during summer school or after school. Special education master's candidates seeking additional licensure are placed in different classrooms for their practica experiences and Field Experiences does monitor to see that every effort is made for diverse placements. As with initial teaching candidates, the diversity of each placement is tracked and supervisors try to locate placements that will offer opportunities for interactions with diverse students. Curriculum and Instruction master's program complete their field experiences in the classroom in which they teach.

Within the immediate Fargo/Moorhead area there are three institutions with teacher education programs: Concordia College (Moorhead), North Dakota State University (Fargo) and Minnesota State University Moorhead. The need for field and practicum placements for each of these institutions places heavy demands on area districts and schools. To reduce the number of contacts districts receive from each institution and to facilitate scheduling placement locations in an equitable manner, the unit works closely with its neighbor institutions through our placement partnership. In cooperation with Concordia College and North Dakota State University, the unit collects information via the electronic cooperating teacher survey. Data from the survey is then used by the various universities to make placement decisions.

MSUM developed the online survey and maintains the database. First, MSUM's Field Experiences faculty sends the surveys for the next academic year to the principals of each school in which teacher candidates will be placed. Principals forward the information to eligible teachers, who respond and submit surveys to the unit. The survey asks teachers if they would like to have a practicum student or student teacher placed with them the following school year. When teachers indicate that they would like to work with a teacher candidate, they are asked which semester they prefer. Additionally, important data such as grade level, content area, and years of experience are collected for each teacher. Once survey results are tallied, MSUM sends lists of teachers who responded to the respective principals, who then have the opportunity to provide feedback regarding the teachers.

Once the unit receives feedback from school principals, the placement draft is scheduled. During the draft, the three field experience directors take turns choosing appropriate placements from the survey list, identifying any special needs for placements. Names and email addresses of cooperating teachers selected to host candidates are entered into the unit's database, facilitating communication with these teachers, including sending them electronic links to evaluation instruments and eliciting their feedback on the cooperating teacher survey.

In addition to working with our immediate neighboring universities, the unit also assists Valley City State University, located approximately 60 miles west of Moorhead in a rural area of North Dakota, in making placements in Fargo/Moorhead area schools, using data from the placement survey. As mentioned earlier, this process assures that area cooperating teachers are not contacted multiple times by various universities. On occasion, the unit also makes placements for other universities, if requested.

With regard to candidate placements, the Field Experiences Office does gather age/grade and demographic information on each candidate's placement. That information is used to guide the selection of future placements so that each candidate will have an opportunity to work with students from diverse backgrounds. The unit has been collecting this information for the past year and is building a database of the diversity of placement sites. Practicum coordinators are now beginning to use this information for placement purposes and will continue to do so.

School partners share their expertise in a variety of ways. Discussions with area administrators led to the creation of a professional development day for student teachers. One week prior to the beginning of their student teaching clinical, student teachers attend a variety of interactive professional development sessions, all related to teaching. Many administrators, teachers,

MSUM faculty, and, on occasion, parents participate as session leaders. Topics range from RTI, to working with parents of children with special needs. Candidates are often provided with a set of data and asked to make instructional or professional decisions based on the data. Other school partners have participated in different ways. For example, for several years, the Eagles Kindergarten Center in Fargo worked closely with MSUM's early childhood literacy professor seeking assessment support from candidates in an upper division literacy course. The school partner provided training in using the DRA assessment instrument, and then candidates went to the center and assessed kindergarten children. MSUM faculty also share their expertise with local partners. Each year, the elementary education science methods class prepares activities to be shared with students, teachers and families during Regional Science Center open houses. Other faculty work with their students to develop learning materials to be used in local area schools. Secondary and K-12 candidates in the content reading methods course tutor individual students struggling with reading.

The Field Experiences Office does oversee placements for candidates in the 2 + 2 special education program in the Minneapolis/St. Paul area and works with local area schools in that area to locate placement sites, just as is done locally. The Field Experiences Office does not place candidates for advanced programs, with the exception of candidates seeking licensure for and/or enrolled in advanced courses for special education. Candidates in the Curriculum and Instruction program are practicing teachers and use their own classrooms as their field setting for research. In the few cases where a candidate is not a classroom teacher, s/he arranges for a setting in which to conduct research. Coordinators for advanced programs for other school professionals oversee placements for those candidates.

Field and Clinical Practice

Table 7 presents the field and clinical experiences in which candidates participate. Each field placement and clinical practice overseen by the Field Experiences Office uses evaluation forms that have been aligned with the conceptual framework. The proficiencies outlined in the conceptual framework have also been aligned with national and state standards. Thus, as cooperating teachers and/or university supervisors use the evaluation forms (available for viewing in LiveText), they are addressing the proficiencies. Evaluation forms for field and clinical experiences for special education master's students seeking additional licensure are the same as those used for initial teacher candidates. Evaluation forms used by other advanced programs are aligned with the standards for those programs.

Student teaching final evaluation data is gathered by the unit and aggregated to the unit level and disaggregated by program. That information is disseminated to the programs annually for their review and consideration in making programmatic decisions.

Additionally, candidates are evaluated during their student teaching clinical on their ability to plan and implement effective instruction designed to have a positive effect on student learning. The unit plan is a required component of the capstone portfolio. Candidates are evaluated on their ability to determine students' prior knowledge, plan effective lessons, reflect on how well or not students learned and make changes for the future.

Finally, candidates are also evaluated with regard to their professional dispositions, which have also been aligned with the conceptual framework. Throughout their program, teacher candidates are introduced to the dispositions, and are required to self-assess their professional dispositions and set goals for professional development in the area of professional dispositions. During the student teaching experience, cooperating teachers evaluate candidates' dispositions. In addition to building on and connecting with professional program learning, the unit's sequence of field experiences are varied with regard to settings and are appropriate to the candidate's content or licensure area.

The midterm and final evaluation instrument for student teaching has an item related to the use of technology in support of teaching. Candidates are expected to include technology as appropriate to the instruction being implemented. All candidates are introduced to the idea of using technology in support of learning in ED205, when they are required to create a website, complete a web quest, and develop a newsletter electronically. Candidates also become familiar with technology for learning in methods classes. For example, special education licensure candidates may be expected to include assistive technology as appropriate for the students they are teaching. Early childhood and elementary education candidates completed an audio-book evaluation assignment in their children's literature class and may use that technology in their student teaching placement. Secondary and K-12 candidates learn how to use streaming video in LiveText and are encouraged to use that when appropriate. While no requirement is in place requiring candidates to use technology during student teaching, they are encouraged to do so if it supports instruction.

MSUM and neighboring universities work together to identify cooperating teachers interested in hosting student teachers. In spring, MSUM sends online surveys to local-area principals asking them to forward the surveys to teachers. Those interested respond and after consultation with the principal, the list of names is shared with neighboring universities during the teacher draft. MSUM requires that cooperating teachers are tenured in their school district and hold a valid teaching license in the licensure area of the student teacher and concentrate on selecting only those teachers who meet the criteria. In addition, potential teachers must be recommended by their building principal, as the survey process ensures. Site supervisors for other school professional placements are qualified to supervise candidates in their programs. For example, in school counseling, site supervisors typically have master's degrees in school counseling and are licensed (Minnesota) or certified (North Dakota) as a school counselor.

Field Experiences faculty offer in-service opportunities for cooperating teachers to support them in their professional commitment to teacher candidates. Each cooperating teacher receives a copy of the student teaching handbook, as well as links to its location online. As the unit moved to online evaluation forms, cooperating teachers were invited to campus to learn how to use the system. All documents are also online and cooperating teachers are encouraged to go to the appropriate page to access materials. These have included mentoring clinics, question/answer sessions, and "how to be an effective cooperating teacher" workshops. The joint orientation for cooperating teachers and student teachers has proven to be a very effective professional support event. In addition, the unit has partnered with a local area school district in the past to bring guest speakers to the area.

Data from online student teaching evaluations and student teaching dispositions assessments indicate that clinical faculty do provide regular and continuous support for student teachers, as they are responsible for completing those assessments. When the unit converted to electronic evaluation, some cooperating teachers were unsure how to use the system and multiple requests to complete the forms had to be sent. That is no longer the case as cooperating teachers are comfortable using the system. Cooperating teachers also complete a midterm dispositions assessment. In addition, university supervisors maintain contact with cooperating teachers and are available to assist them if the need arises regarding support for the student teacher.

The unit requests that cooperating teachers give both written and oral feedback as often as possible. Written feedback is only necessary when cooperating teachers are doing a formal observation of the student teaching. They are asked to discuss their written observations with the student as soon as it is convenient. Oral feedback is ongoing throughout the student teaching experience. Students need to hear both positive comments and constructive criticism. If cooperating teachers have concerns about their student teacher, they are encouraged to share those concerns with the student and the university supervisor early on so that problems can be remediated. The unit sends out a monthly e-newsletter to alumni of the program, as well as posts it to the field experience website (scroll down to newsletters to view). Clinical faculty are encouraged to share this with candidates as a resource for lesson plans, games, professional articles and so on.

Advanced Candidates

Candidates completing advanced programs that will result in licensure, such as special education, receive supervision as described above, although it is within a shorter timeframe than the 14-week initial student teaching placement. Candidates in curriculum and instruction and in the reading license program receive feedback from their university instructor. Candidates in advanced programs receive feedback from their internship supervisors. For example, in school psychology, candidates are evaluated on their inter- and intra-personal skills (available in hard copy in the exhibit area) and well as on their professional skills (available in hard copy in the exhibit area). School counseling candidates also receive feedback from their site supervisors.

Differences in design, implementation, and evaluation are specific to each program. For example, the number of hours for field and clinical experiences varies from program to program. Candidates in the school-counseling program, for example, complete 100 hours of practica and 750 hours of internship.

Candidates in the newly implemented 2+2 programs have not yet completed student teaching. Field experiences are arranged in areas near to the community college participating in the 2+2 program and adjunct faculty provide supervision, just as they would on our main campus.

Several years ago, a Minnesota Round 4 e-Learning grant was awarded to our university. Part of the e-Learning grant work was to develop opportunities for remote supervision. The grant coordinator and Director of Field experience collaborated to identify multiple options for supervision of distance candidates, including in-person observations, on-line observations, or a combination of both. A procedure for on-line observations was developed utilizing Skype, a share-ware on-line conferencing software. The candidate and supervisor would each have a

computer, web cam, and combination of earphones / microphone. The supervisor would be able to observe the candidate completely on-line, and the two could conference afterward, utilizing the same software and hardware. The cooperating teacher could easily participate in this process if desired. A handbook was developed in support of the on-line supervision options. The unit has not yet had a chance to implement this process.

Candidate Proficiencies

Entry requirements for clinical practice and student teaching vary according to program, as follows:

For Elementary and Early Childhood Education Majors

- * Admission and retention in Teacher Education Program (SARTE)
- * Liberal studies GPA of 2.25 or higher
- * Cumulative GPA of 2.75 or higher
- * C- or higher in each education core course
- * Verification from supervisor of experience working with children/adolescents in a teaching/learning setting
- * Documented competence of written language ability
- * PPST taken
- * Completion of all education core courses and those required for SARTE
- * Application for student teaching before deadline (Feb. 1 for fall; Sept. 15 for spring)
- * Attend Student Teaching Orientation

For Special Education Majors

- Admission and retention in Teacher Education Program (SARTE)
- Cumulative GPA of 2.5 or higher (currently being reviewed for increase to 2.75)
- Liberal Studies GPA of 2.25 or higher
- Grade of C- or better in education core courses
- PPST taken
- Completion of all education core courses and those required for SARTE
- Application for student teaching before deadline (Feb. 1 for fall; Sept. 15 for spring)
- Attend Student Teaching Orientation

For Secondary/K-12 Education Majors

- Admission and retention in Teacher Education Program (SARTE)
- Cumulative GPA of 2.5 or higher
- Liberal Studies GPA of 2.25 or higher
- Grade of C- or better in all Education Core courses
- PPST taken
- Completion of all education core courses and those required for SARTE
- Application for student teaching before deadline (Feb. 1 for fall; Sept. 15 for spring)
- Attend Student Teaching Orientation

All candidates who meet the requirements are eligible for student teaching. Spring semester 2009, 170 candidates qualified for student teaching. To date, two were not successful in

completing the experience. Table 3c.4 provides data about the number of student teachers for each of the past four years.

Candidates are expected to keep a calendar of their daily activities in the classroom. Additionally, they are to journal daily, documenting their daily actions and reflecting on those actions in order to learn from them. At the midterm point, candidates complete a dispositions self-assessment, and together with their cooperating teacher and university supervisor, review the assessment and set appropriate goals. Finally, candidates will complete the capstone portfolio, providing unit plans and analysis, and selecting documents that support the candidate's growth in the ten Standards of Effective Practice. Candidates are also asked to videotape themselves at least one time and write a reflective response to their teaching.

University supervisors review expectations with candidates at the beginning of the student teaching experience. The supervisor will observe the candidate at least four times and provide written assessment of the observations to the candidate. During those observations, the supervisor will examine lesson plans, as well as the candidate's general written preparations and the reflective journal. In addition to providing written feedback after each observation, the university supervisor will provide the candidate with verbal feedback as well. The supervisor will also discuss the candidate's progress with the candidate and cooperating teacher. At the conclusion of the student teaching period, the supervisor will complete a final evaluation of the candidate's experience and in consultation with the cooperating teacher, assign a grade.

Clinical faculty provide ongoing evaluative feedback to candidates in a timely manner. Clinical faculty should also provide suggestions for improvement so that the candidate can grow. They review lesson plans prior to the candidate teaching the lesson, and point out potential trouble spots. Clinical faculty also review the midterm dispositions self-assessment with the candidate and help him/her set goals to work toward. In addition, these faculty conduct a midterm evaluation identifying areas in need of improvement, using the form provided by the unit. Clinical faculty are asked to complete and submit the online final summative evaluation and final dispositions assessment, then participate in a three-way conference with the candidate and university supervisor to review the summative evaluations completed by both the clinical faculty and university supervisor.

During early field experiences, candidates are asked to interview their clinical faculty member about the diversity of the classroom and ways the faculty member address the needs of all learners. In light of that interview, candidates begin reflecting on what they have learned and write about ideas they have for helping all students learn. Candidates are encouraged to talk in their courses about what they are observing and doing in their field placements. Clinical faculty are asked to provide feedback to candidates in early field experiences through the use of final evaluation forms.

During student teaching, candidates are expected to maintain a reflective journal, "an on-going record of practices and reflections. It is intended to clarify the meaning of [the candidate's] encounters with students, colleagues, curriculum and teaching; and to encourage [the candidate] to reflect upon experiences which otherwise might pass unnoticed" (Student Teaching

Handbook, p. 8). Candidates are also encouraged to videotape themselves at least two times and to write reflective reactions to their own teaching.

Additionally, candidates attend bi-weekly seminars and reflect on their teaching with their instructor and peers. As described earlier, candidates also attend the Professional Development Day prior to beginning their clinical practice. One of the goals of this day is to help focus candidates' thinking about their upcoming student teaching experience and provide a context for reflecting on issues that will arise during their experience.

Data from PRAXIS II Content and Principles of Learning and Teaching exams document that candidates have the content and pedagogical knowledge to help all students learn (see Table 4, page 18).

In addition, reviews of capstone portfolio data indicate that candidates are able to plan instruction, implement it, and assess and reflect on that instruction in order to meet the needs of all students. For Fall 2008, data from assessment reviews of the capstone unit (interactive data is available to view in LiveText), indicates that only 2 of 62 students (3%) failed to demonstrate acceptable or on target level ability to provide appropriate learning standards. 100% of candidates were evaluated as able to judge their students' prior learning and plan appropriate instruction, then teach and analyze and reflect on their teaching (note: LiveText access to exhibits will be provided to BOE members).

The Capstone Portfolio is the method the unit uses for teacher candidates to reflect on their preparation for the teaching profession, as well as their practical experience during student teaching. The capstone portfolio consists of 4 major sections:

- ED205 Learning Project
- Student Communication
- Parent Communication
- Assessment

The above assignments are all completed prior to student teaching

- Evidence of Standards, the section of the portfolio where candidates reflect on their program of study and provide evidence that they have met the 10 Standards of Effective Practice
- This is completed throughout the candidate's program and documents how s/he sees her learning addressing the Standards of Effective Practice. It is submitted for review during student teaching.
- Capstone Unit, where candidates provide evidence of collecting and analyzing evidence on student learning from their student teaching unit, and where they reflect on the data as a way to improve student learning during clinical practice. This is the area of the portfolio where unit lessons, analysis, and reflection related to student learning are located .

- Other Items, these are storage areas for candidates to keep in one place evaluations and other information about their progress through the program. This is a storage area for candidates to keep documents related to their progress

Within the capstone unit, candidates must document that they have identified appropriate learning standards for their unit, and have determined what their students already know about the topic. Candidates also document their ability to plan instruction for all students and to assess how well their students were able to learn. Candidates then analyze and reflect on their teaching in order to improve in their ability to help all students learn. The Capstone Unit is submitted for review and feedback is provided to candidates.

Candidates in off-campus programs and distance learning programs complete programs virtually the same as those on campus. Thus they must develop and demonstrate their knowledge, skills and professional dispositions to help all students learn in the same ways. Candidates in programs for other school professionals complete requirements related to knowledge, skills, and dispositions as described in their programs.

Standard 4 - Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

Curriculum

The unit has identified and articulated diversity proficiencies for candidates that arise from the conceptual framework and from state standards. The notation BOT indicates the proficiency is derived from state standards; the notations CF: K, CF: R, CF: H, CF: C indicate that the proficiency is/is also derived from the unit's conceptual framework sections: Knowledgeable, Reflective, Humanistic, or Creative.

1. BOT 3A. Understand and identify differences in approaches to learning including learning styles and multiple intelligences
2. BOT 3A. Know how to design and implement instruction that builds upon student strengths as a basis for continued learning
3. BOT 3B and CF: H. Know about learning exceptionalities including learning disabilities, special physical and mental challenges, and gifts and talents, and are accepting of individual differences
4. BOT 3C and CF: H. Know about second language acquisition and strategies that support English Language Learners attainment of subject matter content
5. BOT 3D. Understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism
6. CF: H. Understand the influences of family, behavior, and culture when designing assessment
7. BOT 3E. Understand how a student's learning is influenced by prior experiences and knowledge, as well as language, family, culture, and community values
8. BOT 3G. and CF: K. Know the cultural content, worldview, and concepts of Minnesota-based American Indian tribal government, history, language, and culture
9. CF: H. Know about various cultural and ethnic groups within the world community and how one's life is influenced by culture, history, ethnicity, language, gender, and socio-economics
10. BOT 3I and CF: R. Know that all students are capable of learning
11. BOT 3N. Identify with and how to access appropriate services or resources to meet exceptional learning needs

Candidates develop and demonstrate these competencies over the course of their program, beginning with critical-and-multicultural-focused courses in areas DC2, DC7, and DC8 of the Dragon Core, the general education component that serves as a foundation for candidates' learning. All candidates take AMCS 233, a DC7 Dragon Core course that is also required for the major. Candidates also develop their diversity competencies during coursework for the major.

During field experiences, candidates interview their classroom teachers to learn what the demographics of their placement classrooms are, then ask the teachers how they design instruction to meet the learning needs of all students in the class. Candidates are also asked to begin thinking about ways in which they might plan instruction to create opportunities for all students to learn. The assignment is designed to encourage candidates to begin thinking about diversity early in their program and to develop an appreciation for classroom diversity. During intermediate field experiences and student teaching, candidates are evaluated on their ability to recognize and provide opportunities for diverse learners to learn. During student teaching, candidates are expected to demonstrate the ability to foster learning environments that support learning for all students and to design instruction that supports all learners.

Candidates take several courses that help them develop the ability to adapt instruction to different learning styles, connect instruction or services to student's experiences and culture, communicate with students and families in culturally sensitive ways, incorporate multiple perspectives into teaching, develop a classroom and school climate that values diversity, demonstrate behaviors consistent with the ideas of fairness and the belief that all students can learn.

Beginning with the Dragon Core (liberal studies) experience, candidates take three courses (9 credits) in diversity-related areas, one each in critical and multicultural thinking (DC2), human diversity (DC7) and global perspectives (DC8)

Dragon Core 2: Critical and Multicultural Thinking

Candidates may choose from an array of courses in this area, but will address the competencies for this section of the Dragon Core. Candidates will develop the ability to recognize and define the questions upon which a controversy depends, distinguish arguments from non-arguments, and identify the implicit assumptions and practical implications of multiple perspectives so that arguments can be analyzed within their historic and cultural contexts. Further, candidates will develop the ability to distinguish between fallacious and non-fallacious arguments, recognize stereotypes and critically assess cultural images, distinguish between and use inductive and deductive reasoning, formulate clearly and precisely a question or problem and generate alternative hypotheses or solutions to this problem, including solutions appropriate to the cultural context of the problem, construct sound or cogent arguments of their own supported by data that are clear, accurate, and relevant, and credit properly ideas developed by others.

Dragon Core 7: Human Diversity

All candidates take AMC 233, Education and Multicultural America, which addresses the competencies for this section of the Dragon Core. Upon completion of AMCS 233, candidates will be able to articulate one's cultural heritage and how it affects one's worldview, values, and assumptions, as well as exhibit a willingness to examine one's personal values, worldview, assumptions, and biases; understand the causes, manifestations, and impacts of prejudicial exclusion, structured inequalities, and systemic oppression; demonstrate knowledge of the experiences and contributions of the many groups that shape societies and cultures, in particular those groups that have been historically excluded and oppressed; and cultivate attributes such as

flexibility, respect, and self-reflection necessary for adapting to changing and diverse communities and for building authentic relationships with diverse peoples. Candidates also are able to demonstrate intercultural communication skills (verbal and nonverbal) for interacting with those culturally different from one's self; appreciate diverse perspectives and alternative approaches to interaction and problem solving and evaluate multiple perspectives and their underlying assumptions; recognize stereotypes and critically assess cultural images; and employ skills necessary for working collaboratively in a diverse group toward a common goal.

Dragon Core 8: Global Perspectives

Candidates may choose from an array of courses in this area, but will address the competencies for this section of the Dragon Core. Candidates will demonstrate an understanding of our universal human concerns; demonstrate how human security relates to the global context; explain globalization and how it links and affects the local, regional, and international levels of society as well as the mechanisms and norms of global cooperation; discuss global perspectives and world views by giving attention to the perceptions of peoples of various regions of the world as well as difference stemming from cultures, arts, ideologies, and institutions; explain the interrelations among environment, technology, and/or social organization in various regions of the world; demonstrate the critical thinking skills necessary for participation in the global community; and demonstrate an understanding of more than one language.

All candidates take SPED 320, Educational Services for Individuals with Exceptionalities, which introduces candidates to the diversity of students with different learning needs with whom they will work in P-12 settings. As a part of this course, candidates participate in various field experiences, for example, working directly with a person with exceptionalities over the course of a ten-hour community-based practicum. All candidates take ED 310, Social Foundations of Education. Candidates read and discuss diversity-focused books as a way to deepen their learning about schools within the larger social context. In addition, candidates in ED 310 work cooperatively with at-risk middle- and high-school students from the Red River Area Learning Center. During methods courses, candidates learn to plan lessons, assess student learning, and modify instruction to meet the learning needs of all students.

In addition to knowledge and skills related to understanding diversity issues and helping all students learn gained through coursework, candidates engage in a process of dispositions self-assessment as a criteria for entering the program and again as they enter student teaching. Teaching faculty in the introductory education course provide instruction about dispositions, clearly linking these professional competencies to student academic success. These faculty provide candidates support in setting and achieving specific personal goals related to dispositional diversity competencies upon entry to the program. Advisors and others are available to assist candidates as they review and reevaluate their diversity dispositional goals prior to student teaching. While candidates develop and are assessed on diversity competencies throughout their programs of study, to successfully complete the student teaching experience, they must prepare a capstone portfolio that specifically addresses their understanding of how students differ in their approaches to learning and how to create learning opportunities that are adapted to students with diverse backgrounds and exceptionalities.

Data from Fall 2008 evaluations of student teacher unit plans indicate that all candidates were able to demonstrate the ability to judge students' prior learning and plan effective instruction for all students. Data from student teaching final evaluations indicate that both cooperating teachers and university supervisors rated candidates as able to "recognize individual differences and give opportunities for diverse learners to learn" (question 7). Mean scores for Spring 2008, on a 4-point scale (with 1 being unacceptable and 4 being on target, level 4) were 3.5 for cooperating teachers (n=178), and 3.60 for university supervisors (n = 160).

Data from follow-up surveys of administrators, cooperating teachers, exiting seniors and graduates also document that candidates are knowledgeable in this area. Data from Follow-up Survey: Professional and Pedagogical_Diversity, indicate that candidates know and are able to use knowledge about diverse learners to plan and implement effective instruction to help all students learn. Constituent responses from administrators, cooperating teachers, exiting seniors, and graduates show means ranging from 4.65 to 5.33, on a 6-point scale, from 1 (strongly disagree) to 6 (strongly agree). Response rates are reported on the table.

Diversity proficiencies for advanced candidates are embedded within the curriculum for their programs of study. Many of these proficiencies are aligned with state and national standards. For example, candidates in the Educational Leadership program must document in their portfolios ways in which they are prepared to meet the diversity competency requirement for administrative licensure. Candidates for the specialist degree in school psychology also document in their capstone portfolio that they "design and implement effective interventions strategies for a variety of learning and social emotional problems" (specialist capstone rubric, outcome #6; available in hard copy in the exhibit area); and "understand the needs of, and "[can] work effectively with individuals with disabilities and individuals from different cultural groups" (specialist capstone rubric outcome #8; available in hard copy in the exhibit area).

Candidates completing off-campus programs and distance learning programs must demonstrate the same proficiencies related to diversity as those candidates completing programs on campus. They take the same courses, complete the same field experiences and student teaching experiences. Additionally, they are evaluated utilizing the same tools as are the on-campus candidates, including the dispositions survey, the student teaching rating tool, and the capstone portfolio.

Faculty

Currently, candidates are able to interact with professional education faculty who represent diverse ethnic, racial, gender, language, exceptionality and religious groups. Of the 11 instructional faculty members in the elementary and early childhood program area, for example, 4 (27%) represent diverse ethnic and racial groups—2 of international origin and 2 from underrepresented populations within the United States. Among professional education faculty, 41 (70 %) of the 58 faculty employed during the 2006 school year were women. The unit also benefits from the experiences and insights of faculty members with exceptionalities. The unit continues to work toward recruiting diverse faculty. Other faculty, while not members of diverse populations, do have experience working with diverse student populations and draw on this in their teaching. According to information from the Field Experiences staff, classroom teachers with whom candidates interact are predominantly from white, not of Hispanic descent (estimated

to be in excess of 90%) and predominantly female (estimated to be in excess of 80%). Candidates completing 2+2 programs and / or student teaching in the Minneapolis-St. Paul Twin Cities area may have a greater opportunity to interact with adjunct faculty and cooperating teachers of diverse backgrounds due to the more highly diverse populations in the metropolitan area. Finally, the on-line interactive opportunity for some candidates to interact with faculty from Aldine, Texas also may provide greater opportunities to interact with diverse teachers.

Many faculty have extensive experience working with students from diverse backgrounds, and incorporate their knowledge of and experience working with diverse students into the curriculum to foster candidates' awareness of and ability to work effectively to help all students learn. Data from faculty vita indicates they have worked with students from a variety of backgrounds; for example, migrant Hispanic children from South Texas; Native American students in South Dakota and Minnesota; Asian and Asian-Americans, African and African-Americans, Mexican and Mexican-American, South-American, and Russian descent, as well as with students in international settings such as Korea, Taiwan, and Tanzania. Further, faculty also have experience working with P-12 children with special needs, including those with specific learning disabilities, emotional/behavior disabilities, physical and health disabilities, sensor disabilities, and developmental disabilities.

The university's Affirmative Action Office works closely with faculty during academic searches to recruit faculty of color and shares the university's strong commitment to this through its affirmative action plan and hiring guidelines. All faculty searches are carried out under the close review of the affirmative action officer and searches are conducted using guideline established by the Affirmative Action Office to actively seek out persons from under-represented groups to obtain the best applicant pool. Search notices and vacancy postings are reviewed by the Affirmative Action Office, as are applicants and recommendations for interviews. All requirements for positions, questions for screening and/or reference checks, and interview questions are vetted by the Affirmative Action Office to assist the unit as it creates objective assessment measures. The Affirmative Action Office posts all search policies on the Internet and make hard copies of the same available to search committees. The Affirmative Action Office works with offices of the various deans to broadcast widely, and with sufficient time for response by interested parties, vacancy announcements. Postings of vacancies generally are sent to historically black and Hispanic colleges and faculty are strongly encouraged to share vacancy notices with their peers in professional organizations, at conferences, and through their network of professional contacts.

Within the professional education unit, increasing the number of diverse faculty is also a priority. The unit supports the retention of new faculty from diverse backgrounds by providing 3 credits each semester of the first year of employment of re-assigned time for transitions. This reduced teaching load allows new faculty the time to adjust to the demands of the position and more easily transition to the new job and new community. Additionally, all new faculty are assigned a mentor within the unit, meet with the dean periodically, and have the opportunity to work with a cross-campus mentor as part of the "Talk about Teaching" program.

As Table 8 indicates, there is some diversity among unit faculty and, as a percent of total faculty, the diversity is higher than that for the university as a whole. What is not captured in the demographics, however, is the experience working with diverse student populations that faculty bring to their work. Several faculty have worked with Native American student populations, while others have worked with Hispanic, Asian American, African American and multiple immigrant students. Still other faculty bring their knowledge from work with international students to their teaching. Many faculty have worked with students from high poverty backgrounds, while others have worked with students with special needs. The unit does have faculty who are bilingual or have experience working with students who are speakers of languages other than English. The unit also invites to campus speakers who share their experiences working with diverse learners, and will continue to diligently pursue hiring faculty with more diverse backgrounds, as it recognizes the importance of increasing candidates' opportunities to work closely with persons from diverse backgrounds.

Candidates

Opportunities for candidates to work with peers from diverse groups are limited. Data from Fall 2006 at MSUM reveals that there were 1,254 students with declared majors leading to teacher licensure. Of those students, 30 (2.4%) were students of color, 7 (.6%) were international students, while 1,217 (97%) were white or of unknown background. Seventy-three percent (n=917) were women. The majority of these students were from Minnesota (n=686, 55%) and North Dakota (n=348, 28%). Eighty-nine students (7.1%) were from other states, 7 students (.6%) were from outside of the United States while 124 students (9.9%) had origins unknown to the university. Efforts have been made to recruit more students from diverse backgrounds to the university and these efforts will continue.

The unit recognizes that additional avenues for providing its candidates opportunities for working with diverse candidates are needed. The unit continues to explore ways to increase or maintain candidate diversity. Past efforts to work with White Earth Tribal and Community College were made by the unit, but these have not been as productive as hoped. The university engages in extensive recruitment in the Minneapolis/St. Paul area with advising counselors in the area, and the unit supports these efforts.

As Table 9 shows, only about 4% of incoming candidates can be categorized as diverse. However, the unit does recruit candidates from Canada and from states other than Minnesota and North Dakota, candidates who bring different regional attitudes, customs and perspectives to share. Additionally, many candidates are the first persons from their families who have been able to attend college.

P-12 Students

The unit has begun tracking the diversity of placements and is monitoring that information for individual candidates.

The unit considers a placement to be diverse if the percentage of students from a racial/ethnic, ELL, or special needs background in the classroom is greater than the demographics of the region we serve, as follows:

Category 1: diversity of the placement ranges from 1-10% for the category

Category 2: diversity of the placement ranges from 11-20%

Category 3: diversity of the placement is 21% or higher

The unit recognizes that these numbers may not appear to be diverse to those from more diverse parts of the country, but given the diversity of our region, these would be considered diverse to some degree. As candidates move through their placements, these categories are tracked and when candidates have experiences working with two or more racial or ethnic groups and with students for whom English is not their first language, that candidate is considered to have had opportunities to work with diverse students.

The unit has collected diversity information about the schools in which it is placing candidates; now we have begun collecting data about the classrooms as well. This more targeted information will be used to begin to provide candidates with specific placement locations, where possible, so that they do have opportunities to work with students from diverse backgrounds. Collecting this information will also allow the unit to identify districts with high numbers of students from diverse backgrounds and perhaps use those sites specifically for diversity-rich placements. Our work in this area is preliminary, but we believe it has potential to help us provide candidates with the kinds of experiences they need to develop their ability to provide quality instruction for all learners.

The unit actively seeks opportunities to work with schools that are diverse whenever possible and encourages candidates to seek student teaching placements in the Minneapolis/St. Paul urban center, the Aldine School District in Houston, TX, or, for a broader comparative experience, in locations around the world, through the unit's Student Teaching Abroad program. Candidates also have opportunities to work with students from diverse backgrounds through a program that invites students from St. Paul to participate in a nature retreat at the university's Regional Science Center. The unit monitors candidates' placements to ensure that they have opportunities to work with diverse students.

The unit has begun requiring all candidates to interview the teacher in whose classroom they are placed for a field experience or for student teaching about the diversity in the classroom. In addition, candidates ask teachers about the strategies they use to provide learning experiences designed to support the needs of students from diverse backgrounds. As a final part of the interview, candidates are asked to record ideas they have for providing experiences to support all students learning. During student teaching, candidates are expected to consider the prior knowledge of their students and to use that information as they plan and implement lessons. Candidates analyze their teaching and student learning and reflect on ways to improve their abilities to have a positive impact on student learning. Finally, cooperating teachers are asked to comment on ways in which candidates had positive impacts on student learning in field experiences, where applicable, and in the student teaching clinical.

Candidates in student teaching complete journal entries throughout their student teaching experience. Although the focus of this journal is broad, and intended to address the candidates' actions and thoughts as a teacher, it provides an opportunity to address issues related to diversity. Additionally, candidates attend bi-weekly seminars and reflect on their teaching with their instructor and peers.

Data from Table 10 indicate that schools in which candidates do their clinical practices are not very diverse with regard to race and ethnicity. However, many schools have high numbers (greater than 33%) of students receiving free/reduced lunch, indicating a high degree of rural poverty. Additionally, many schools report significant numbers (15% and greater) of students receiving special education services. Finally, although not a high number, there are several schools in which students for whom English is not their first language are enrolled, in some cases at levels near 10% or more. This indicates that the region is changing, becoming more diverse, and the need for candidates to become even more informed about and able to support students from diverse backgrounds is growing. The unit will need to continue its efforts to support candidates' knowledge in this area and programs such as the TESL program will likely become more important to our candidates as they prepare to meet the needs of all learners.

The unit is committed to ensuring that all teacher candidates can work successfully with all students. Although the diversity in our area is not as rich as we might like, it is growing, and the unit recognizes this. We do bring in a variety of speakers to share their experiences working with students from diverse backgrounds. Prior to the budget crisis and resulting hiring freeze, the unit had made concerted efforts to increase the diversity of faculty. The curriculum within teacher education addresses and assesses specific competencies related to ensuring success of all students. The unit recruits and retains diverse faculty, assuring that candidates have ongoing opportunities to work with professional education faculty and faculty in other areas from diverse backgrounds. The unit will continue its efforts to recruit and retain candidates from diverse backgrounds and maintain the level of opportunity provided for candidates to work with diverse P-12 students.

The unit is collecting data on the diversity of classrooms in the area and will use that to explore ways to better ensure opportunities for our candidates to work with students from diverse backgrounds. The unit has explored ways to obtain grant money to develop additional classrooms in which our candidates can actively work with students and classroom teachers from diverse backgrounds, similar to the Internet practicum we have developed with Aldine Texas. To date, our efforts to secure grant money for this kind of innovative practicum have not been successful, but we will continue to explore the issue.

Standard 5 - Faculty

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Qualifications

As Table 11 indicates, two-thirds of professional education faculty have or are working toward the terminal degree. Others hold at least a master's, a requirement for employment by the university. Unit faculty members have held or currently hold licensure in their fields. In Minnesota, higher education faculty are not required to maintain teaching licenses; however, the unit generally requires faculty to have recent teaching or other professional experience, and this usually requires licensure in the particular field. Additionally, faculty are required to stay current in their fields, as addressed through the university's professional development requirement for evaluation. Faculty who supervise clinicals have experience (generally a minimum of three years) or licensure in the areas they supervise. Adjunct faculty support specific needs within the unit based upon their particular area of expertise and knowledge. Unit faculty are involved in schools, for example, through supervision of candidates, forming partnerships with teachers in research, consultations, presentations and so on.

Individual faculty members without terminal degrees have been chosen for their experience within the area where they will teach. Each has work experience in the public school system and may be recognized as a master teacher or has been a school administrator.

School faculty must be licensed in their professional area and meet unit requirements for hosting field practicum candidates, as well as candidates for student teaching. Before any school faculty member is assigned a practicum or student teaching candidate, they must receive a recommendation from their school principal. This helps ensure that school faculty hold licensure and are qualified to teach in the area assigned to them.

Unit faculty maintain contemporary professional experiences in schools in a variety of ways. Several faculty are engaged in collaborative teaching with school partners. For example, one unit faculty member works collaborative with Red River Area Learning Center (RRALC), an alternative school for students at risk to drop out of school and teaches two classes on site at RRALC. Other faculty work with schools to provide tutoring opportunities for candidates in their courses to work with local-area students, assisting struggling readers or providing assistance for new immigrants. Additionally, faculty work with local-area teachers to develop curriculum to support students with emotional/behavior disorders in one instance, and in another, helping candidates develop materials for use in early childhood classrooms in a predominantly Native American student population school. Other faculty supervise student teachers as a way to maintain awareness of issues of concern in today's schools.

Teaching

Unit faculty use a variety of instructional strategies to foster the development of candidates' content and content pedagogical knowledge, reflection and problem-solving abilities. As the methods table indicates, faculty use a wide range of instructional strategies to support candidates' learning. Faculty attend and present at a variety of conferences as a means of integrating research into their work, as a review of their conference presentations reveals.

The unit and faculty are committed to helping candidates develop their professional dispositions. Faculty in ED 205 introduce the dispositions to candidates and provide instruction in dispositions so that candidates understand the professional behaviors they are expected to maintain. Faculty model those professional dispositions as well. Candidates complete dispositions self assessments at various stages in their program and can request feedback from faculty about that. Certain courses within the various majors may have been designated writing intensive courses and reflection and critical thinking are part of the peer review of major assignments that takes place within these courses. Faculty have a variety of assignments and activities that require candidates to reflect on their work and action as teachers. For example, elementary and early childhood education candidates in children's literature read and reflect on a case study of censorship that occurred in a local area school, then consider issues of concern for parents that might arise as they select materials to use, as well as ways to work with parents regarding those concerns. Faculty supervising student teachers review the student teachers' reflective journals and provide feedback and guidance in light of those reflections throughout the student teaching experience.

Review of syllabi indicate that faculty utilize a variety of instructional strategies including collaborative assignments, constructivist activities in which candidates make meaning for themselves, modeling of lesson formats, lecture, multi-media presentations, content analysis of texts and other books, jigsaw lessons, book study, functional behavior assessments, case studies related to practica, and so on.

Review of syllabi further indicate that faculty utilize a variety of assessment approaches including cued response tests, essay tests, case studies and other applications, reports, research papers, interview assignments, video review, reflective analysis assignments, and so on. Several faculty utilize rubrics, provided to students along with their assignments, for purposes of guiding student work as well as assessing and evaluating learning.

Review of syllabi indicates that faculty instruction reflects their knowledge and experiences in diversity and technology. Technology is infused into most courses both to support candidate learning and as an instructional tool for classroom teaching. Knowledge of diversity is also infused and addressed in most courses, beginning with AMCS233 Education and Multicultural American. All candidates are introduced to issues related to disabilities and special needs in SPED320 Educational Services for Individuals with Exceptionalities. Elementary education candidates complete a 2-credit course related to adaptations and addressing the needs of all students. Faculty use their own experiences to help candidates grow in their understanding of diversity and how to support students from diverse backgrounds. One faculty member brings in games from her home country and uses that as a way to help candidates better understand issues about language acquisition.

Especially in our special education courses instruction on the utilization of assistive technology is present, ranging from the use of personal response units (PRUs) to computer word-processing interventions (such as Inspiration), to hardware that assists with reading (such as a Kurzweil reader), to high-tech mobility assistance (wheel chairs), or lower tech communication boards.

Technology is used by faculty to support candidate learning. Technology upgrades to all education classrooms have been made, including computer projectors, sound enhancements, and where possible, digital VHS and DVD players. All classrooms have Internet connection capability. Since most unit faculty now use laptop computers, they are easily able to make use of Internet sites in their teaching. In addition, one classroom is equipped with 10 computers and a laser printer and students are encouraged to use the computers during class to examine web sites or locate professional materials.

The unit is particularly pleased with a second classroom, which is equipped with a dedicated computer and monitor, camera, SMART Board, and sound hook-ups that allow candidates and instructor to visit live one of the unit's Texas partner schools on a weekly basis. During those remote live hook-ups, candidates can teach and interact with the P-12 students, interview the classroom teacher, and observe that teacher working with her students.

The unit uses LiveText as one of its methods for collecting candidate data. Several faculty also use LiveText in support of their courses, maintaining course web pages in LiveText and asking students to submit electronic coursework through LiveText. Other faculty use the institutionally supported Desire2Learn (D2L) platform in much the same way. The institution also supports faculty who use Moodle, Tegrity, Wimba, Skype, and other methods of communicating with candidates as part of Internet-support teaching. The unit has one document-projection device (ELMO) on a cart available for faculty use. The education building has two Macintosh dual-platform (Windows and Mac operating systems) computer labs with 28 computers in the LO 201 lab and 39 computers in the LO 107/109 lab. Each lab is available for students and faculty to use, either individually or, when reserved by faculty, for classes. The labs are upgraded about every three years, based on the university's student technology fee assessment.

Several faculty have redesigned courses for on-line delivery, a move that makes courses more readily available for working professionals, distance learners who are not able to come to campus, or non-traditional students, including Native Americans. Monies from the e-Learning grant as well as university funds have provided support in the form of faculty release time, utilization of consultant services, training and faculty technology support towards this goal. On-line instruction takes many forms and enables candidates to interact with one-another across the state. Design of remote supervision capability enables university supervisors to view and debrief with student teachers placed too far for easy in-person supervision.

Unit faculty clearly model effective instructional practices, both in terms of teaching strategies, assessment, and focus on knowledge, skills, and dispositions, as well as on the use of technology. Faculty at MSUM and other MnSCU institutions are members of the Inter Faculty Organization (IFO). As part of the Master Agreement, faculty are expected to develop professional development plans and report to the dean on their progress with regard to those plans. One of the criteria to be addressed in the plan and progress report is a demonstration of effective

teaching. Thus, faculty systematically engage in self-assessment according the schedule for their particular rank (see the STL Retention, Tenure, and Promotion Policy for an explanation). Faculty are expected to include student evaluations and reflections on those evaluations as part of their self-assessment. While the institution has a form faculty may use for student evaluations, many faculty develop their own instruments. Under the terms of the Master Agreement, evaluations are the property of the faculty member and are not shared unless s/he so chooses. However, in order to provide sufficient data for evaluations by the dean and recommendations by the academic vice president regarding faculty retention, tenure, and promotion decisions, faculty share the results of evaluations in their evaluation documents. Faculty also invite colleagues to observe their teaching and provide feedback on it. The results of these observations are also included in materials submitted in support of the progress report or tenure/promotion materials.

Scholarship

Unit faculty are engaged in scholarly activity. As part of the Master Agreement, scholarship is one of the five areas in which faculty are evaluated, yearly for fixed-term and probationary untenured faculty and once every four years for tenured faculty. Scholarship is considered when faculty are considered for either tenure or promotion. The Master Agreement outlines an array of activity considered to be “scholarly or creative achievement or research” (see appendix G) including but not limited to publications, papers delivered at meetings of professional societies, and grants received. A review of data from faculty vita indicate that faculty are engaged in scholarly work.

During the past five years, faculty have conducted scholarly research that resulted in nearly 120 publications. Over 71 percent have been in, or related to, the field of teacher education. Faculty members have shared their knowledge and scholarly work in over 523 papers and presentations at local, state, regional and national conferences.

All faculty, with the exception of adjuncts, receive support for these and other professional endeavors through Professional Study and Travel Funds, as part of the Master Agreement. All faculty received allocations of \$1,115.00 for FY’07-08 and \$1300 for FY’08-09. Additionally, faculty within the unit generate funding for a wide range of scholarly work through externally and internally funded grants. This funding has been critical in allowing faculty to collaborate with school partners, pursue professional research goals and gain support for new initiatives.

Sabbaticals provide faculty with the opportunity to pursue specific research, writing, projects and continuing preparation that further enhances their contributions to the university and their profession. Faculty may earn sabbatical leaves for one semester at full base salary or for a full academic year at eighty percent of base salary. The university granted nine faculty members from the unit sabbaticals to pursue scholarly activity from 2003 – 2008.

Service

The institution values service and evaluates faculty service as part of the five areas for evaluation as indicated in the Master Agreement. Service is expected to be a part of each faculty member’s professional development plan and to align with the mission of the institution and the goals for the faculty member’s department/school. Faculty members report on their service as part of their professional report, submitted at the end of the evaluation period. The Master Agreement

identifies the types of service expected, and includes but is not limited to committee assignment, related leadership roles, program review, fostering alumni relations, and so on. (See Appendix G).

Unit faculty members participate in service and collaborative relationships with members of the greater community. Faculty have participated in area school districts' school-improvement efforts, taking part in daylong reviews of data, for example. Other faculty have served as consultants to districts and some have served on district school boards and committees. MSUM faculty work collaboratively with schools and community colleges to provide off-campus opportunities for current and future teachers, such as offering classes in off-site locations for teachers in outlying areas.

The University, in conjunction with the college, has established a partnership with the White Earth Indian Reservation to conduct a comprehensive review study to enhance achievement among American Indian children on the reservation. The university, Tribal Council of the White Earth Nation, and school districts on the reservation will work collaboratively on the study to examine factors that impact the success of American Indian children who live on the reservation, including education, the justice system, employment and services related to well-being. Another cooperative venture between MSUM faculty, candidates, the Moorhead Healthy Community Initiative, and West Central Initiative brings RRALC students to our campus to create art and poetry that is used to publish a book that is widely distributed in the community. Candidates give campus tours to encourage at risk students to consider furthering their education.

Faculty and candidates encourage collaborative efforts through the *America Reads* Program. America Reads is a nationwide program connecting community members with school children in an effort to support their success as readers. Each year, a faculty member from the School of Teaching and Learning recruits and hires candidates to work as tutors in the three Moorhead elementary schools. This faculty member then works closely with a reading specialist from the Moorhead school district to train these candidates, most of who are majoring in Early Childhood, Elementary or Special Education. America reads tutors work closely with children in grades K – 5 to support their progress in reading and writing. The America Reads Program at MSUM typically employs 13 – 17 tutors each year.

Faculty also participate in service to the profession at the local, state, national, and international levels. Review of vita indicates faculty participate in professional collaboration with state education units, including but not limited to special education licensure area units (meetings with state consultants for learning disabilities, emotional/behavior disorders, etc.) Minnesota Association of Colleges of Teacher Education (MACTE), and professional organizations including Minnesota Council for Exceptional Children, the American Council for Rural Special Education (ACRES) and the International Reading Association (IRA.)

Evaluation

According to the Master Agreement, faculty (defined as fixed term, non-tenured and tenured faculty) performance and ongoing development and improvement of their professional competence and productivity is emphasized. While adjunct faculty are not subject the terms of the Master Agreement regarding evaluations, the dean reviews adjuncts' student evaluations

before deciding to issue further contracts to these individuals. The contract systematically defines the process of professional development and evaluation for faculty. The purpose of the evaluation is to provide faculty with information that will contribute to their professional growth and academic excellence. The criteria include:

- * Demonstrated ability to teach effectively and/or perform effectively in other current assignments.
- * Scholarly or creative achievements or research.
- * Evidence of continuing preparation and study.
- * Contributions to student growth and development.
- * Service to the university and community.

Faculty evaluations are systematic and comprehensive, are informed by the Master Agreement and, after consultation with faculty, are conducted based on the schedule set by the president for the evaluation process. Fixed-term Faculty appointed to at least .75 FTE and probationary faculty are evaluated on an annual basis. Tenured faculty below the rank of full professor are evaluated every four years and required to submit an annual progress report. Tenured full professors are evaluated every four years and must submit a summary report in year two and a full report in year four. Candidates conduct course evaluations of faculty, and these evaluations are generally included in the professional report faculty prepare at the end of their evaluation period. Data from course evaluations on teaching effectiveness is highly recommended and valued for decisions on promotion, retention, and tenure. Course evaluations are utilized to determine teaching effectiveness and to improve faculty performance. While not subject to the evaluation process in the Master Agreement, adjunct faculty do conduct candidate evaluations and submit them to the dean for review and discussion.

Although faculty may place different emphases on various criteria, the goal of the faculty evaluation process is to provide an effective tool to measure improvement in teaching, appropriate scholarship, continued preparation and study, contributions to student growth and development and provide service to both the university and community. This process is designed to provide ongoing feedback and support for faculty from colleagues and administrators. Each department/school within the college develops its own procedures for evaluating faculty for renewal/non-renewal, tenure and promotion.

Because the institution operates under an agreement with our inter-faculty organization, faculty performance is a confidential matter and should be discussed with the dean.

Faculty review student evaluations and make changes to their practice in light of that information, as well as from results of colleagues' observations of their teaching. Recommendations from peers, the dean, and from the academic vice president are also used by faculty to address areas for improvement. Faculty can pursue several options for improving their teaching, based on the information they receive during their evaluations. Mentoring is a significant professional development enterprise for unit faculty. In addition to the great deal of informal mentoring that occurs, when new faculty join MSUM, they may, if desired, have a formal mentor from outside the college assigned to guide them through their first year at the University. All faculty can participate in the "Talk About Teaching" program that promotes

pairs of faculty to meet monthly over lunch to discuss issues related to teaching and learning. From 2004 – 2007, 182 faculty have participated in the program.

Professional Development

Professional development offerings on campus generally are related to global faculty needs. The unit provides professional development opportunities through the Visiting Scholar program. Recent speakers have included Larry Cuban, Alfie Kohn, and Julie Landsman. Individual faculty are provided with faculty development funds to support them in making improvements in areas they select. They may avail themselves of faculty development offerings on campus, individual study, or professional offerings, such as at conferences.

The institution and unit recognize the importance of ongoing professional development and provide resources and opportunities for that development. Under the Master Agreement, faculty are provided specified funding annually to support their professional development.

Opportunities at the campus level of development are many and varied. One of the most comprehensive programs currently in place is the Faculty Development Program, a university wide program that is part of the Minnesota State Colleges and Universities (MnSCU) Center for Teaching and Learning. These include seminars with titles such as:

- Book Talk Event – Teaching at the People’s University: an Introduction to the State Comprehensive University
- Workshop – Grant Writing and Publishing in Higher Education
- Campus wide – Engaged Learning Conference with 11 sessions presented by faculty as a follow-up to the August 2007 Kick-Off Event Speaker

Faculty can also participate in programs to address diversity-related issues. The university is committed to respect for all individuals and appreciation for diversity. Towards this goal regular provision of Training Our Campus Against Racism TOCAR occurs. Several unit faculty have participated in this program, including sessions devoted to revising curriculum to be more multicultural in focus. Instructional Technology provides an array of workshops as well as individual follow-up support for faculty. Workshop sessions have focused on (but are not limited to) Desire2Learn (D2L), Moodle, Tegrity, Power Point, Wimba, Moodle, web page development, Google Services, Dreamweaver, and Mac iWork Applications. The University Technology Committee recently surveyed faculty and staff to assess training needs and incorporate plans for addressing the needs into their 5-year plan. The School Psychology hosted a conference on Response to Intervention and invited unit faculty to attend. Department chairs and / or program coordinators orient novice faculty to the conceptual framework on an individual basis, and ensure that the framework concepts are infused within their syllabi and courses.

Unit faculty members have a high level of participation in developing and presenting these seminars, often collaborating with candidates and colleagues in other colleges throughout the process. Professional development activities includes: Book Talk Panel Discussions, Workshops, Student and Faculty Panel Discussions, New Faculty Sessions, All-Campus Kick off Speakers, In-Service Day Workshops, and Brown Bag Seminars. The Dean of the CEHS has sponsored a small, professional library in her office, and also hosts the Dean’s Lecture Series, and includes speakers relevant to education and educational issues.

Faculty do participate in professional development opportunities. From 2004-200, 182 faculty campus-wide have participated in Talk About Teaching, including several unit faculty. From 2004-2007, MSUM's Faculty Development Committee has hosted 49 professional development activities with 1,042 faculty participating and 149 faculty and 14 students providing leadership. All faculty are welcome to attend campus-wide and unit professional development offerings. 5. The unit provided focused professional development opportunities directly related to educational issues regularly through its Visiting Scholar series. It also supports faculty participation in the Faculty Development Committee, which is chaired by a member of the unit. Faculty take advantage of Instructional Technology professional development offerings.

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.

The Unit

The Dean of the College of Education and Human Services serves as the unit head and has the authority to make decisions within the unit, as well as to work effectively with deans, department chairs, and faculty members from colleges across campus. The College of Education and Human Services also has an associate dean, two administrative assistants, and one graduate student to support the delivery and operation of programs. The unit head has various ways of seeking and disseminating information through meetings with chairs. In addition, the unit head holds meetings with all CEHS faculty members each semester. The associate dean of the college also serves as the dean of Graduate Studies and works closely with the unit to support programs at the advanced level.

The Vice President of Academic Affairs oversees academic programs, policies and procedures. The Deans of the Colleges of Education and Human Services (CEHS), Arts and Humanities, and Social and Natural Science (colleges in which at least some faculty responsible for aspects of teacher education are located) report to the Vice President of Academic Affairs. The Dean of CEHS oversees all aspects of the teacher preparation programs, including policy, budget, personnel, facilities, and resources, and works collaboratively with the deans of the other two colleges. The Associate Dean of CEHS also functions of Dean of the Graduate School. The Director of Teacher Education is liaison to the state licensing agency and also serves as Director of Field Experiences. The NCATE Coordinator receives release time and leads the NCATE Steering Committee, composed of chairs of each NCATE Standard Committee.

The unit works with the Office of Academic Affairs to ensure that academic policies, procedures, and policies are followed. Candidates are expected to follow university policies regarding grades, appeals, student conduct, and so on. Policies, deadlines, and requirements specific to the unit are clearly articulated and candidates are informed of them. Further, candidates receive active and regular advising and counseling from unit faculty and advisors. Each semester, undergraduate candidates meet with their faculty advisor for assistance in planning their programs and confirming that they maintain requirements for moving through those programs. Students and candidates may also seek assistance from the university's Academic Resource Office. Graduate candidates meet with program faculty, the program coordinator, or the Graduate Studies Office for assistance regarding their particular graduate programs. The committee structure within the unit forms a strong base of support for the institution's commitment to best practice and accountability. The Dean's Advisory Council, which consists of local educational leaders, provides advice to the dean. The Teacher Preparation Committee (scroll down to find respective committee) provides recommendations regarding curriculum, programming, and delivery methods. The Dean's Student Advisory Council provides feedback to the Dean of Education and Human Services regarding Education and related programs. The NCATE Steering Committee provides ongoing work and focus on standards related to accreditation, program and unit assessment, and best practice. Graduate Studies is headed by the

dean, who chairs the Graduate Studies Committee (which consists of the graduate dean, all program coordinators, all department chairs, and graduate student representatives) is the body that oversees all graduate policy, procedures, curriculum, and programmatic matters that impact graduate education.

The Graduate Education Advisory Board provides input from local-area partners. At the university level, the Academic and Policy Advisory Committee (APAC) oversees and approves curriculum and policy issues. The Instructional Technology Advisory Committee provides guidance and support for issues related to online learning environments, technology upgrades, and web development. Initial and advanced level unit programs have advisory committees that consist of school and community leaders; the Curriculum and Instruction Master's program has an advisory committee appointed by the Inter-faculty Organization with members from across campus.

Initial-level candidates receive advising for their first two years (Dragon Core) from two advisors dedicated to advising in the School of Teaching and Learning. About the time candidates are ready to apply to Teacher Education (SARTE Process) they transfer to a major advisor, one of the faculty in the program area where they wish to pursue a major program and/or licensure. Advisors are expected to meet with each candidate at least once per semester in preparation for registration, addressing such things as major requirements, program sequence, and course selection. Candidates in the 2+2 programs currently receive advising from the department chair. Advisors can direct candidates to services as needed during advising sessions and generally during office hours when candidates need to talk with them. Services that are available include:

- Academic Resources Office: provides a centralized location for resources, for students, staff and faculty and integrated academic support services. ARO Services include Advising Services, Academic Support Services, Peer Advisors in the Res Halls, Peer Tutoring, Dragon Core Advising, College Success Workshops, Undeclared Advising, Study Skills assistance, University Studies, Appeals for Academic and Financial Aid Suspensions, Academic Service-Learning, Dragon Days Registration, Honors Apprentices, Peer Advisor Help Desk and Distinction in Engagement.
- Career Services provides guidance for students as they explore career options as well as assistance in securing employment as they move toward graduation within their professional fields.
- Counseling and Personal Growth Center: provides a variety of services to students ranging from conflict resolution, eating disorders, sexual orientation, to academic success.
- Math Learning Center: provides tutoring for students who need assistance with mathematics.
- Multicultural Student Affairs Office: academic, cultural, personal, and social support services to students of color.
- Student Disability Services: provides services for students with physical, cognitive, or mental/emotional disabilities allowing facility and programmatic access through reasonable accommodations that enable students with disabilities an equal opportunity for academic success.

- Write Site: provides support services for students to improve their writing skills and achieve academic success. Individual and group tutoring and workshops are offered each semester.

Data from surveys of exiting seniors indicate that candidates have positive views of the advising they receive. As can be seen on Follow-up: Program_Advising, mean candidate responses ranged from 4.80 to 5.02 on a 6-point scale (1-strongly disagree prepared to 6-strongly agree prepared) with regard to program advising.

The unit adheres to the institution's general admission practices (see, for example, post-secondary-education enrollment, transfer students, freshmen, and graduate students) and academic calendars. The unit's requirements for admission are clearly stated in undergraduate and graduate catalogs, which are updated regularly. The unit regularly participates in campus recruitment efforts, such as Dragon Days, when prospective college students visit the campus. The unit advising staff, faculty, and the dean visit with prospective students during those campus visit days. Additionally, when prospective students interested in education contact campus for individual visits, the admissions office contacts the unit to arrange appointments with advisors or faculty with the prospective students. Admission of candidates to the 2+2 programs is governed by the respective articulation agreements in place between the university and community colleges. Communication of the admissions information is articulated between the institutions via the department chair, community college deans, and community college counselors and advisors. Candidates are made aware of the requirements via 2+2 handouts, information sessions, a dedicated web page, and personal advising.

The university sets the academic calendar and the unit adheres to that. University policies are in place governing course scheduling and the unit follows that in most cases. If a faculty member wishes to schedule a class in a manner or time frame different from guidelines, the person must get approval from the dean. For example, early childhood education faculty have in the past offered classes on weekends to meet the needs of adult candidates working in Head Start and other child care settings.

Catalogs are updated every two years and faculty who work closely with particular programs review the information and update it as needed. The Registrar attends all university curriculum meetings and takes minutes to ensure all curriculum-related publications are current. The Director of Teacher Education oversees catalog information that applies to all candidates and reviews and updates that section of the catalog. Unit faculty adhere to university grading policies and post their policies in their syllabi. The unit works with the publications office, graduate studies office, and admissions office to ensure that its publication materials are accurate and current.

Budget

The unit's budget as of 2008 was \$6,513,637 (or 9.8% of the FY General Fund Budget). A review of financial data among the units on campus indicates equity and support for the College of Education and Human Services. The institution has adopted decentralized budget procedures, which, according to the recent NCA self-study, "allow for more responsive reallocation of division funds and greater use of carry forward funds to address areas of need."

Funding for Minnesota State University Moorhead comes from state allocation, tuition and student fees, and other sources. Because of the recent budget shortfalls at the state level, funding across the university is being affected and the president is guiding the university through the situation. Consistent with institutions across the country, the percentage of funding from the State in the form of allocation has declined over the past several years. The general fund for the academic and administrative support portion of the university is funded by about 37 percent state appropriation, 46 percent tuition and fees, and the balance through miscellaneous sources.

MSUM spends a larger percentage of revenue on direct instructional cost than the other universities in the MnSCU system, as indicated in MnSCU cost study. MSUM spends \$5,306 per FYE (full-year equivalent) on direct student expenses, compared to \$4,031 per FYE for all universities. MnSCU uses FYE, rather than FTE, used in IPEDS data. Information regarding institutional revenue projections for the next two years reflects the budget concerns of the state and institution. Like its sister institutions, Minnesota State University Moorhead is working hard to manage limited resources.

Due to budget restrictions, some tenure track positions that have become vacant have not been filled with tenure track faculty. Instead, individuals have been hired as fixed term faculty in those positions. Although fixed term status generally refers to faculty who are short term employees with minimal institutional commitment, the unit is extremely fortunate to have a number of highly committed fixed term faculty members dedicated to the institution who are working with the intent of attaining tenure track positions when budget allows.

Personnel

Faculty workload is governed by policies described in the Master Agreement. The workload includes teaching, advising, scholarly activities, committee service, evaluating student performance, and service to the university. Generally, a faculty member's teaching load typically does not exceed twelve undergraduate credit hours per semester or twenty-four undergraduate credit hours per academic year. Faculty teaching graduate courses receive additional credit toward their workload, such that a 3-credit class would result in 4 credits toward the faculty member's workload.

Department chairs have reassigned time, based on the number of faculty members within the department, to complete their administrative duties. Program and other coordinators within the unit receive reassigned time to engage in work related to their assignment, for example, recruitment and retention activities, assessment work, and data collection. Faculty members can request funding in extra duty days for development of such activities as online courses, service learning courses, assessment projects, or other institutional or unit initiatives.

Faculty workload for teaching is typically 12 credits per semester or 24 credits per academic year. In calculating teaching load, graduate courses are calculated as the equivalent of one and one-fourth (1.25) undergraduate credits per one (1) graduate credit hour. Thus, a three-credit graduate course would be equivalent to a four-credit undergraduate course. Faculty members are allowed to teach five (5) credits paid overload during the academic year as outlined in the Master Agreement.

The unit's supervision policy limits supervision load to two teacher candidates per credit. No faculty member supervises more than 18 teacher candidates. At the graduate levels, supervision policies are defined by professional standards (i.e. CACREP) and are implemented based on those parameters.

The workload policies allow faculty to be actively engaged in teaching, scholarship and service. Faculty members are also involved in advising and dedicate a minimum of ten office hours each week for time to meet with candidates. A scan of Spring 2009 enrollment numbers, indicate that class sizes within the unit generally range from 25 to 40. Courses designated as "writing intensive" tend to be capped at 25 so that faculty have time to review and respond to candidates' writing.

Part-time faculty members are valued by the unit for their special expertise and provide contributions to the programs through teaching and/or supervision activities. Department chairs work with each part-time faculty member to ensure consistency and quality of teaching. For example, syllabi and course outcomes are provided to adjunct faculty by department chairs. This year, select tenure track faculty members were charged with mentoring new adjuncts or adjuncts in new assignments. In December, the Dean held an adjunct dinner meeting to encourage them to participate in college meetings and events, show appreciation for and solicit feedback on the College. Course evaluations are required by adjunct faculty members and submitted to the dean each semester.

Support personnel provide a variety of support and service to the unit. The dean's office has two office administrative specialists (OAS) staff members assigned to it, as well as a graduate student who provides clerical and other support. In addition, the unit has three OAS staff members who provide support for faculty and oversee student workers. The dean meets with the support staff each semester to discuss issues, monitor workload, and plan new initiatives.

In addition to the unit's support personnel, faculty and candidates associated with the Educational Leadership master's and licensure program have access to clerical support and facilities through the Tri-College University Consortium.

Since the last visit, a full-time secretary has been added to the unit and additional time has been added to the contract of one support person. A request to increase another position by 20% was postponed at the beginning of this year when a hiring freeze went into effect. Ongoing communication with support personnel indicates that the staff feel their workloads are manageable. Graduate students are also available in most areas.

The Master Agreement allows for financial support to each full-time faculty member for professional development activities each year in the amount of \$1,115.00 for FY'07-08 and \$1,300.00 for FY'08-09. These funds can be used to purchase books, pay tuition costs for post-graduate study, or support travel to conferences. Faculty may also apply for a variety of grants to support their research and professional development. Faculty pursuing the terminal degree or additional degrees may receive up to \$5,000.00 through the professional improvement grant process.

Facilities

Lommen Hall is the building that houses classrooms, offices, and computer laboratories for education majors. Major renovations for Lommen Hall began in Spring 2009 and will continue through December 2010, at a cost of 9.7 million dollars, with additional funds having been allocated for planning. The renovations will improve greatly our capacity to offer students and faculty an improved learning environment. Renovation plans can be viewed here (scroll down to view pdf documents). During the renovation, faculty offices will be relocated and housed in Holmquist Hall, formerly a campus dormitory. Education classes will be located in various buildings on campus.

The university supports a full-service library. The library houses over 600,000 volumes (books, e-books, serials, backfiles) and subscribes to over 900 serials. The library provides access to 37 microfilm subscriptions and over 20,000 electronic serials. Through the Tri College film library and other sources, the library provides access to over 13,000 video and audiotapes. A particularly useful collections area for teacher education candidates is the Curriculum Materials Center, which houses an extensive collection of children's literature, textbooks for all subject areas and grade levels, and multimedia support materials for teachers. In addition, the university's Regional Science Center, located on 356 acres of land east of Glyndon Minnesota, affords candidates and area schools a wealth of natural, planetarium, and interpretive resources.

Education programs work closely with local, as well as more distant, schools primarily for purposes of field experiences and student teaching. School facilities are often relatively new and feature contemporary technology. Facilities for off-campus sites include facilities for the 2+2 programs, the Waubun program, the Red Lake program and the Ellen Hopkins program. The 2+2 programs are housed at two different community colleges with smart classrooms, libraries, and computer labs. The Waubun, Red Lake and Ellen Hopkins programs are taught at school sites and have access to the university library services on-line.

Resources

A University Technology Committee Advises the University regarding policies, procedures, innovations and appropriate uses of technology resources at MSU Moorhead. When appropriate, the committee recommends to the president that a Technology Task Force be formed to develop the next technology plan. Membership includes the Director of Instructional Resources (Chairperson), and representatives from faculty, support staff, and students.

Students, staff and faculty receive technology support via Information Technology, which provides resources and support in the areas of computer labs, workshops and policies; software licensing; email; web information; list serves; and software guides and tutorials. It also assists in the purchase of faculty computers, which are upgraded generally every three years. Faculty in particular benefit from Instructional Technology support. Every month, instructional technology provides workshops for faculty in areas such as software training, Desire2Learn (online course support) usage, and other technology-related topics. Unit faculty can also work individually with members of the instructional technology staff on issues of specific interest to the faculty member.

Official email communication with candidates is done via the candidates' MSUM email and candidates are expected to use this email, rather than personal accounts, to receive official information from the unit. The MSUM campus website provides a wide array of information about programs, admissions, financial aid, records, etc. Registration is completed on-line via the university web page. Residence halls offer *GoMoorhead* wireless Internet connections to candidates living on campus. A wireless network system has been developed for the campus and service is available in many locations on campus.

The institution provides technology to support teaching and learning within the campus community. Students have access to approximately 80 computer labs on campus, some open 24 hours daily. In addition, students can choose either Windows- or Macintosh-platform labs. Two labs are available in Lommen. Both contain dual-platform Macintosh computers and are available for student use, or can be reserved by faculty for use during courses.

On-line coursework and distance learning opportunities are facilitated via LiveText, D2L, Moodle, Tegrity, and Wimba. Instructional Technology provides D2L, Moodle, Tegrity, and Wimba support for faculty. An instructional technology survey was conducted in 2006, regarding faculty members' use of services offered through this department. The University Technology Committee also conducted a survey (scroll down and click on "Technology Needs Survey Results") of faculty and staff regarding technology needs for these individuals.

The unit's assessment system is supported by LiveText, its online data collection program, and by the use of FileMaker Pro to track individual candidates as they move through their education programs. The NCATE coordinator, who has received 6 credits of reassigned time per semester during the 3-year appointment term for that position, oversees the use and management of these programs. When LiveText was selected for use by the unit, the NCATE coordinator and the unit's educational technology staff member attended training offered by LiveText to learn how to implement the program. A faculty member in the unit, well versed in the use of FileMaker Pro, receives reassigned time to manage the database. She has trained coordinators and administrative support staff to use the database for tracking candidates' field experiences and managing clinical teacher files. Instructional technology support staff also assists the unit as needed. Finally, the unit works closely with information technology staff to collect confidential candidate information from the university's student records system. Both the NCATE coordinator and faculty member in charge of FileMaker Pro work closely with faculty and staff to develop online assessments and data gathering tools as needed in support of the assessment system.

Livingston Lord Library houses a wide variety of print and non-print items, including, for example 657,783 books, e-books, and serial backfiles; 13,251 audio/videotapes; and 544 DVDs. Additionally, the library maintains subscriptions to 927 print serials, 37 microfilm serials, and provides access to 20,729 electronic serials. Online items can be accessed by faculty and students in either distance learning or off campus programs, using their campus identification cards.

The Curriculum Materials Center (CMC), housed on the second floor of the library, is a valuable resource for teaching candidates. The CMC houses PK-12 educational resources, including an extensive collection of juvenile literature, textbooks in all subject areas for grades K-12, DVDs,

audio-books, picture files, and educational games. These materials are used by candidates to develop curricula and lesson plans and can be used for extended periods during student teaching, as these candidates are allowed to checkout CMC materials for an entire semester. Faculty also use the materials in their teaching, for example, by assigning candidates to review reading basal readers and develop plans for modifying lessons in the basal readers to meet the needs of all students. PK-8 level candidates also draw upon the extensive poetry and picture book collections, for example, to complete assignments regarding those genres.

The institution has resources available to support the unit and provide high quality education for initial- and advanced-level candidates. Technology is supported by the institution and unit and sufficient funds are available for ongoing support of the unit's technology needs. The unit supports its unit assessment system through 6 credits reassigned time for the NCATE Coordinator, and additional reassigned time for a faculty member proficient in the use of FileMaker Pro, all of whom assist with the data collection, analysis, and dissemination. The unit's commitment to the assessment system is strong and more faculty are realizing the power of the system to provide current data in readily accessible format to inform unit and program decision making.

The NCATE coordinator will be researching ways to use LiveText to better support what she considers to be "second tier" data collection and mining. The components of the assessment system currently in place do a good job of providing faculty with information about candidates, clinical faculty, placement information and so on. The NCATE coordinator will research ways in which the system could better support data collection and mining from sources such as program reports from advanced programs, vita, course syllabi, and so on. While much of this information is available, it is still time-intensive for faculty to search for specific information. In light of the budget constraints, faculty time is at a premium and identifying ways to better use the technology to gather non-candidate data would be beneficial.