NCATE Board of Examiners Team:
Dr. Linda M. Bradley
Dr. Elaine Francis
Dr. Lynn W. Varner
Mrs. Addie C. Washington

State Team:
Dr. David R. Hofmeister
Dr. Lotta Larson
Dr. Amy Hogan
Dr. Marilyn J. Dishman-Horst

State Consultant:
Sungti Hsu

NEA or AFT Representative:
Dorothy Rucker

Continuous Improvement Pilot Visit to:

EMPORIA STATE UNIVERSITY
1200 Commercial Street
Emporia, KS 66801-5087
November 6-9, 2011

Type of Visit:
Continuing visit - Initial Teacher Preparation
Continuing visit - Advanced Preparation
Board of Examiners Report for Continuous Improvement Pilot Visit

SUMMARY FOR PROFESSIONAL EDUCATION UNIT

Institution:
Emporia State University

Team Recommendations:

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<td>1. Candidate Knowledge, Skills, and Professional Dispositions</td>
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<td>3. Field Experiences and Clinical Practice</td>
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Not Applicable (Programs not offered at this level)

I. INTRODUCTION

I.1 Brief overview of the institution and the unit.

Emporia State University (ESU) was established as Kansas State Normal School in 1863; it became Kansas State Teachers College in 1923, Emporia Kansas State College in 1974, and Emporia State University in 1977. ESU is close to the three major metropolitan areas of Kansas – Wichita, Topeka, and Kansas City. The university has 257 full-time and 36 part-time faculty. Thirty-five (13.7%) of the full-time faculty and four (11%) of the part-time faculty represent races or ethnicities other than White. According to the 2010 Fast Facts publication, ESU serves 4,066 undergraduate and 2,196 graduate students who come from 100 Kansas counties, 45 states, and 55 countries; 18.1 percent of the undergraduate students and 25.9 percent of the graduate students represent races or ethnicities other than White.

Undergraduate and graduate coursework is available on ESU's main campus in Emporia. Selected programs are also available at Johnson County Community College, Overland Park (Kansas City), Kansas City Kansas Community College, and at Butler Community College in El Dorado. The university is developing new partnerships with community colleges across the state and also offers some coursework online.

The Teachers College is the professional education unit and offers 23 initial and 11 advanced licensure programs, as well as seven advanced non-licensure programs. This includes four-year (degree and licensure-only) and post-baccalaureate initial programs for teachers, as well as advanced master's programs for teachers and master's and specialist programs for other school professionals. Two programs are in the School of Business, 20 are in the College of Liberal Arts and Sciences, one is in the School of Library and Information Management, and 18 are in The Teachers College. In addition to coursework offered on campus, the unit offers 12 advanced programs fully online and four in hybrid
In The Teachers College, 3.8 percent of the 79 full-time faculty and none of the four part-time faculty represent races or ethnicities other than White. Initial and advanced candidate diversity in the unit ranges from 10.8 to 18.7 percent respectively.

I.2 Summary of state partnership that guided this visit (i.e., joint visit, concurrent visit, or an NCATE-only visit). Were there any deviations from the state protocol?

The state partnership with Kansas calls for a joint visit. There were four NCATE and three state members on the team. The NCATE chair and the state chair served as co-chairs, sharing responsibilities equally. A state consultant, state observer, and KNEA observer also were in attendance. There were no deviations from the state protocol.

I.3 Indicate the programs offered at a branch campus, at an off-campus site, or via distance learning? Describe how the team collected information about those programs (e.g., visited selected sites, talked to faculty and candidates via two-way video, etc.).

The unit offers off-campus elementary education programs at Overland Park (Kansas City), Olathe, El Dorado, and Johnson County Community College, as well as a curriculum and instruction program at Olathe. Team members visited schools and interviewed candidates and P-12 personnel in Olathe and also met with the PDS supervisors and Olathe, Butler Community College, and Kansas City Kansas Community College faculty on the ESU campus.

I.4 Describe any unusual circumstances (e.g., weather conditions, readiness of the unit for the visit, other extenuating circumstances) that affected the visit.

No unusual or extenuating circumstances affected the visit.

II. CONCEPTUAL FRAMEWORK.

The conceptual framework establishes the shared vision for a unit’s efforts in preparing educators to work effectively 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 institutional mission, and continuously evaluated.

II.1 Provide a brief overview of the unit's conceptual framework and how it is integrated across the unit.

As noted in the university catalog, the university's mission states that "Emporia State University is a dynamic and progressive student-centered learning community that fosters student success through engagement in academic excellence, community and global involvement, and the pursuit of personal and professional fulfillment." The mission of The Teachers College affirms the institution's vision as a premier student-centered university and strives to develop The Professional: Critical Thinker, Creative Planner, and Effective Practitioner, producing skilled practitioners who are prepared with essential knowledge, abilities, and dispositions in their fields of specialization.
In the spring of 2009 a subcommittee of the NCATE Steering Committee proposed a new, research-based conceptual framework that was reviewed by the Academic Leadership Council, the Council on Teacher Education, the Committee on Advanced Programs, the Emporia Teachers Council, and the Teachers College/USD 253 Administrators Council; it was formally approved in November 2009.

The new conceptual framework describes the initial candidate and the advanced candidate as a professional who possesses six proficiencies that focus all unit activities:

- Provides service to society
- Applies interdisciplinary scholarly knowledge
- Engages in effective practice
- Responds to uncertainty and change
- Relies on self-reflection
- Belongs to professional community

The conceptual framework identifies candidate outcomes that are aligned with these six proficiencies, as well as with professional, state, and national standards. Course syllabi and candidate assessments address the following 48 candidate outcomes, which also include diversity and technology.

Knowledge

Candidates exhibit knowledge of:

1. characteristics of diverse learners.
2. legal issues and ethical standards that apply to sound educational practices.
3. educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.
4. general education within an intellectual framework.
5. subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
6. philosophical, historical, social, and theoretical foundations of education.
7. on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
8. teaching and learning as a dynamic, constructive, and meta-cognitive process.
9. a repertoire of teaching and learning strategies, designed to help students increase their power as learners.
10. ever changing educational needs of students living in a global society.
11. appropriate technology and how it may be used to enhance teaching and learning.
12. various instructional strategies that can be used to meet the needs and learning styles of individual students.
13. theories of human physical, cognitive, social, and emotional development.
15. a variety of assessment strategies to diagnose and respond to individual learning needs.
16. professional ethics and standards for practice.
17. teamwork and practices for creating healthy environments for learning and teaching.
18. effective communication techniques in order to develop a positive learning environment.

Skills

Candidates demonstrate practical ability to:
1. integrate and use concepts from their general, content, and professional studies in their educational environment.
2. demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
3. implement non-biased techniques for meeting needs of diverse learners.
4. integrate knowledge across and within disciplines.
5. use knowledge of subject matter content and instructional strategies to meet the widely diverse needs of the students they educate.
6. determine and assess what students need to know and be able to do in order to succeed.
7. utilize creative planning and curriculum integration to promote learning of all students.
8. create learning experiences commensurate with a student’s level of readiness.
9. assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.
10. use and support effective communication techniques in order to develop a positive learning environment.
11. make use of appropriate technology to support student learning.
12. integrate effective behavior management into all interactions with students.
13. apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
14. employ appropriate assessment techniques in order to measure student performance and growth.
15. develop a storehouse of learning strategies that help students understand and integrate knowledge.
16. respond respectfully to ideas and views of others.
17. recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.
18. utilize student learning standards to promote student learning and achievement.

Dispositions

Candidates exhibit dispositions that exemplify:

1. professionalism and ethical standards.
2. respect for cultural and individual differences by providing equitable learning opportunities for all students.
3. a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.
4. the belief that educating children and adults requires the integration of multiple kinds of knowledge.
5. a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
6. a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.
7. a commitment to challenge all students to learn and to help every child to succeed.
8. an awareness of the larger social contexts within which learning occurs.
9. a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.
10. a belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.
11. a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.
12. a willingness to learn from other professionals in the field.

The conceptual framework document also contains a summarized description of the unit's assessment...
system. The conceptual framework provides the basis for developing and assessing candidate proficiencies at five decision points for each initial and advanced program: (1) admission to program or program of study, (2) admission to field experience or clinical practice, (3) completion of field experience or clinical practice, (4) program completion, and (5) follow-up of program completers. Program assessments include four to five types of assessments: a planning assessment; a field or clinical experience assessment; a student learning assessment; a dispositions assessment; and if applicable, a Praxis II assessment. Unit assessment data are maintained by the associate dean, and specific content assessments are maintained by program coordinators. Program coordinators submit annual assessment reports showing how the data document that standards are being met and/or the need for program improvement. Unit assessment data are also reviewed by applicable committees and councils to assess programs and unit operations.

**Standard 1: Candidate Knowledge, Skills, and Professional Dispositions**

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

**1.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?**

Please note that this report focuses more on the evidence validated onsite, rather than repeating detailed, comprehensive data and information already presented in the ESU institutional report, the offsite feedback report, and the ESU addendum. Issues identified in the offsite feedback report were reviewed onsite and findings are discussed as appropriate throughout this report.

The Teachers College of Emporia State University offers 23 initial programs; 22 were approved by KSDE in 2011, including six PreK-12 programs, four 5-8 programs, and twelve 6-12 programs. The Alternate Route/Restricted License Program leading to initial licensure received approval from KSDE until 2017. An additional non-licensure program, the Master of Arts in Teaching Social Science, is not evaluated by KSDE. Two programs, art and music, have received national recognition. A major strength of The Teachers College programs results from the partnerships created among The Teachers College, other ESU colleges, community colleges, and area school districts through the Professional Development School (PDS) model. These relationships create a learning environment in which candidates develop knowledge and skills to meet professional, state, and institutional standards.

Initial Programs:

Teacher Work Sample (TWS) results, observation data, and interviews with supervisors, PDS coordinators, and student teachers verified previous data that teacher candidates possess both the content and pedagogical knowledge to meet professional, state, and institutional standards. Besides data from program assessments, the unit requires initial candidates to pass the Praxis II Principles of Learning and Teaching (PLT) Test, pass the Praxis II content test, pass the TWS, and earn at least a C level for their PDS intern or secondary student teacher clinical experience. These data are collected across the unit and evaluated by faculty for continuous improvement.

Over the past three years, scores on both the PLT and content tests have improved in relation to national scores. During the final clinical experience, PDS interns and student teachers are rated at least five times
by mentor/cooperating teachers, education supervisors, and academic supervisors in the areas of lesson planning, instruction, communication, classroom management, content knowledge, reflection and inquiry, professional behaviors, community, and diversity. Data indicate that candidates meet the professional, state, and institutional standards.

Preparation for the Praxis tests is embedded in course work, presented in an orientation, and provided by individual faculty. Seventy-seven percent of those who do not pass the test initially pass within the next two academic years. The unit is developing a system of support for candidates who do not pass the test. The program completer pass rate for the Praxis PLT and content area tests is 100 percent. In addition, TWS data and onsite interviews with supervisors, mentors, graduates, and student teachers verified that candidates possess content knowledge to meet state, professional, and institutional standards. School district administrators noted that ESU graduates are in demand due to their exceptional knowledge, skills, and dispositions.

Candidates, graduates, and student teachers emphasized that they learn effective teaching strategies from their Teachers College faculty and mentors, who model best practices. Graduates and student teachers expressed confidence that they possess the pedagogical content and skills to teach effectively; throughout their programs, they have produced lessons that require adaptations to meet all students' needs.

They further demonstrate knowledge and skill to use a variety of technologies, as shown by the successful completion of the TWS. In addition, fall 2011 survey data provided by administrators ranked beginning teachers at 4.00 or above on each of eight skill indicators; program completers' average scores for "Make use of appropriate technology in classroom teaching environments" was 3.83.

The Teachers College provides a variety of experiences for candidates by intentional placement in diverse school settings. Student teachers and graduates emphasized in their interviews that they were well prepared to meet the needs of a variety of students both through the experience of their placements and the quality of their course work. Mentor teachers and school administrators echoed the notion that ESU education majors are well prepared to work effectively with students and have a positive effect on them and their learning. TWS data indicate that candidates have a positive effect on student learning.

TWS assessment data indicate that candidates "provide real world examples or application of the material." Through the strong relationships developed among the school districts, community colleges, and The Teachers College, candidates have opportunities to participate in a range of activities in the school and school community. Their daily reflections allow them to adjust instruction to meet the needs of all students. In interviews candidates applauded the varied field placements offered in the program and the quality of their mentor teachers, who help prepare them to share real world examples and practices with students. Four years of TWS data substantiate their perceptions, with all candidates in the past four years scoring at the "Target" level.

The 12 newly identified dispositions are aligned to the recently developed conceptual framework and relate to indicators on the existing TWS. Dispositions are tracked at each entry point and are presented in the syllabus of each course. TWS data and interviews verified that candidates know and demonstrate the dispositions needed to work with the families, colleagues, and community, as well as with individual students. If deficiencies in dispositions are identified in candidates, an individual plan is created to encourage development of the dispositions or exit from the program. Counseling and development of a contract may be components of this individual plan.

With the revision of the conceptual framework, reflection was added as Proficiency 6, emphasizing the significance of reflection as a self-improvement tool. Interviews with mentors, faculty, coordinators,
graduates, and student teachers supported TWS data indicating that candidates prepare, implement, reflect upon, and adjust lessons to have an impact on student learning. Graduates, candidates, and student teachers indicated in interviews that reflection is an integral part of each of their assignments in methods classes and field experiences. They realize the power of reflection in the continuous improvement of their teaching and their students' progress. Supervisors and mentors discuss reflections with candidates to hone that skill.

Advanced Programs:

Emporia State University (ESU) has 18 programs at the advanced level, 11 of which have been approved by the Kansas State Department of Education (KSDE). The school counseling program has also been approved by CACREP, the advanced music program has been accredited by NASM, and the school psychology program is waiting for approval by NASP. The advanced business education, advanced music, curriculum and instruction, instructional design and technology, teaching elementary subject matter, advanced physical education, and MAT in social sciences programs are not reviewed by KSDE. Onsite review of these programs indicated that all have collected data from assessments of candidate content knowledge, ability to plan, clinical practice, impact on student learning, and dispositions. Program-specific assessment data have also been collected.

Document review, interviews, and P-12 school site visits revealed that candidates in the advanced programs are prepared to work in schools as teachers or other school professionals. Candidates know and demonstrate the content knowledge, pedagogical content knowledge and skills, 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.

Evidence from the offsite feedback report was validated by the onsite BOE team. Interviews with faculty and graduates and review of documents verified that advanced candidates demonstrate their content knowledge through inquiry, critical analysis, and synthesis of the subject matter and are recognized as experts in the content they teach. Action research projects, presentations, and publications by advanced candidates and graduates confirm that they are recognized as experts in their fields. Candidates are active in their professional organizations at the state and national level. For example, candidates in the instructional design and technology program have been finalists in the AECT PacifiCorp International Design and Development Competition when presenting their capstone projects. Two advanced music program candidates have served on the Kansas Music Educators Association (KMEA) State Board of Directors and presented at the KMEA annual teacher workshops. In addition, comprehensive examinations (school psychology), extensive literature reviews (advanced music and advanced physical education), case study projects (school counseling and reading specialist), and reflective methods projects (English for speakers of other languages) confirm that candidates are able to synthesize and conduct critical analysis and inquiry using their subject matter.

Advanced candidates demonstrate their expertise in pedagogical content knowledge through leadership and mentoring roles in their schools and communities. In addition to examples of professional organization leadership, advanced candidates conduct professional development in their schools and districts, serve as mentors for other faculty as well as novice program candidates, serve as Professional Learning Committee team leaders and on curriculum committees, and have been promoted to instructional specialists and administrative positions. The 2011 Kansas Teacher of the Year is an IDT program graduate.

Advanced teacher candidates demonstrate their competence in understanding and addressing preconceptions that hinder learning, and they critique research and theories related to pedagogy and learning. Competence is demonstrated through summative and formative activities, action research
projects, and practica/internship activities. Faculty ensure that candidates are reviewing the new Common Core Standards and other legislative initiatives. The final Reflective Inquiry Methods Project in TS 734 and TS 700 (ESOL program) requires candidates to discuss methods and theories critically and reflect upon their practice, including identification of strengths, recommendations for improvement, and identification of possible bias. In the reading specialist program, candidates must recognize the difference between screening assessments and diagnostic assessments, work with a case study student using a variety of formative assessments, learn to critique assessments by considering their validity and reliability, and learn how to critique strategies and theories based on scientifically based reading research to make informed decisions related to instruction.

Interviews and document review confirmed that advanced candidates demonstrate proficiency related to expertise in certain aspects of professional and pedagogical knowledge, contribute to the dialogue based on their research and experiences, and demonstrate competence in their leadership roles in the professional community. Examples include practicum activities, action research projects, capstone proposals, grant funding awards, NBPTS certification, and special projects that often require collaborative leadership skills and the ability to serve as agents for change in their schools and districts.

Advanced candidates are able to critique research and theories related to pedagogy and learning as found in research papers and projects, course assignments requiring analysis of research, reflective inquiry projects, and capstone projects. For example in the advanced music program for 2008-2011 there was an average of 91 percent (100% pass rate) on the final research paper for MU 848 Learning Theories in Music, a research-documented report on one of the learning theories discussed during the semester. This paper must contain a thorough explanation of the theory, an explanation of opposing ideas to the theory, and an explanation of how this theory can be used in the candidate’s teaching, including a minimum of three specific examples. In the gifted special education program, SD 856/858 Practicum Part II includes a capstone project that requires candidates to apply philosophical, historical, and legal foundations to gifted learners in a philosophy paper. In addition to the philosophy paper, candidates also must critique learning theories by compiling examples of best practices in learning theory and pedagogy in a curriculum portfolio. Program candidates also demonstrate competency by attending and presenting research at conferences, conducting action research in their schools, and submitting manuscripts to leading journals in the field of gifted education. They receive awards as outstanding candidates and researchers in The Teachers College.

Advanced candidates are assessed on their leadership roles and ability to collaborate with colleagues in order to contribute to school improvement and renewal, as evidenced in practicum activities, research projects, reporting of leadership roles and collaboration activities, and professional development/internship assessments. The ESOL program TWS (Indicators 3, 13, and 20) assesses collaboration with colleagues to contribute to student success and school improvement. Faculty assess collaboration in required course activities in the reading specialist program. For the Multicultural Literature Inventory, candidates complete an inventory to use when evaluating the school library and classroom libraries for quality of the multicultural literature. To complete the inventory, candidates must meet with teachers in their building to identify the needs related to the school context and/or have colleagues evaluate the items on the inventory. For the Professional Development Assessment, candidates must meet with colleagues for administration of the needs assessment to faculty and staff. In the school counseling program, "skills in participating in teams and collaborating with other professionals to facilitate the positive interaction between students and their environment" are a required part of the internship site supervisor evaluation.

Candidates are able to analyze student, classroom, and school data to inform their teaching and make adjustments based upon the findings. Candidates in programs preparing other school professionals use current research and technology to improve their practice. They understand and utilize community
support services in light of their students' backgrounds and needs. They create positive learning environments that are responsive to the diverse needs of the learners.

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<tr>
<th>1.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?</th>
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<tr>
<th>1.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?</th>
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**Initial Programs**

In 2009, The Teachers College, with representation from ESU academic units, K-12 practitioners, and candidates, revised the conceptual framework focusing on six proficiencies of a professional. The knowledge, skills, and dispositions identified in the conceptual framework are woven throughout curriculum, instruction, and assessment to ensure that program completers continue to meet professional, state, and national standards.

The Council of Teacher Education continues to review and strengthen initial programs at the elementary, middle school, and secondary levels. Through course work, methods classes, and intentional placement in field experiences, The Teachers College provides a rich background to enhance candidate content and pedagogical knowledge and skills. With varied opportunities to reflect, candidates learn the techniques and benefits of reflection as a tool for continued growth and improvement in their professional lives.

**Advanced Programs**

Team onsite document review, interviews, and school site visits confirmed the offsite team's report that the unit is moving to the target level in the following ways:

The use of inquiry, critical analysis, and synthesis of the subject is evident in advanced candidate course requirements, and candidates are recognized as experts in the content they teach.

Numerous examples of advanced candidate leadership roles are evidence of their excellence in knowledge, skills, and dispositions, and they have earned the respect of their colleagues in their fields. They are actively involved in professional activities and organizations, present scholarly papers, and receive awards. They assume leadership and mentoring roles in their schools and communities based upon their expertise in pedagogical knowledge. They hold state offices in professional organizations as well as serve their schools and districts on committees. Graduates of advanced programs also continue to succeed and grow professionally after program completion.

Candidate skills in critical analysis, inquiry, and synthesis are visible in most advanced programs through multiple projects and course requirements. The unit provided multiple examples of action research, capstone, and reflective projects that show evidence candidates are able to critique research and theories and apply these skills to their professional practice.

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<th>1.4 Strengths. What areas of the standard are being addressed at the target level?</th>
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1.5 Areas for Improvement and Rationales

1.5.1 What AFIs have been removed?

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<tr>
<th>AFI</th>
<th>AFI Rationale</th>
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1.5.2 What AFIs remain and why?

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<tr>
<th>AFI</th>
<th>AFI Rationale</th>
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<tr>
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1.5.3 What new AFIs does the unit need to address for continued improvement? (These new AFIs may be an area of concern cited in the Offsite BOE Team Feedback Report if evidence in the IR Addendum, new exhibits, observations, or interviews indicates that an area of concern has not been adequately addressed.)

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<thead>
<tr>
<th>AFI</th>
<th>AFI Rationale</th>
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1.6 Recommendation for Standard 1

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<th>Initial Teacher Preparation</th>
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<tr>
<td>Advanced Preparation</td>
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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.

2.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

The unit's comprehensive unit assessment system includes the systematic review and reporting of candidate performance and unit operations data. The system's key assessments have been aligned with the unit's newly revised (2009) conceptual framework, as well as with appropriate state and national standards. The broader professional community has been significantly involved in the review and evaluation of the assessment system during its revisions to reflect the new conceptual framework. Ongoing assessment of candidate knowledge, skills, and dispositions allows faculty to monitor both the candidates and the program through data review for improvement.

The assessment system identifies five decision points for both initial and advanced programs and collects data from multiple assessments at each of these points. Initial programs have specific key assessments, many of which are administered unit-wide, including a dispositions assessment, Praxis I or Collegiate Assessment of Academic Proficiency (CAAP), Praxis II, student teacher evaluation, and the TWS. Data are disaggregated for the various off-site initial PDS programs and for the initial versus alternative route programs, with no significant differences in candidate performance noted.
Advanced programs have one unit-wide key assessment – the new dispositions assessment; the Praxis II is also a common assessment for some programs. Because of the individual nature of these programs, there are no other unit-wide assessments; however, all advanced programs require specific types of assessments that measure candidate content knowledge, pedagogical knowledge, impact on student learning, etc. These assessments are aligned with the revised conceptual framework candidate proficiencies and appropriate national standards where appropriate.

The unit has identified specific unit operations and assesses them on a systematic basis. It uses evidence such as the following to determine satisfaction with unit operations: follow-up data from candidates, departments, program graduates, and employers; candidate performance in field experiences and clinical practice; candidate evaluation of instruction, courses, and field experience supervision; program and student teacher admission data; formal candidate complaints; faculty evaluations and tenure and promotion data; budget allocations; and external and internal university and program reviews.

The unit has developed strong procedures for examining bias, fairness, accuracy, and consistency for several key assessments in initial programs. For example, at the initial level, there is extensive training for scorers of the TWS, and an abbreviated "refresher" training prior to each scoring session. The unit also regularly examines the inter-rater reliability for cooperating teacher and university supervisor assessments of student teachers. Crocker Validity Studies conducted in 2002 and 2003 indicated strong agreement on the extent to which the TWS tasks reflected the knowledge/skills necessary for beginning teachers and their alignment with InTASC standards. The unit conducts thorough studies to establish fairness, accuracy, and consistency of its assessment procedures. It also makes changes in its practices consistent with the results of these studies.

Key assessments for advanced programs are reviewed for bias, fairness, accuracy, and consistency at a departmental level. Processes used are similar to those used in initial programs and include alignment with national standards (and the use of national rubrics where appropriate), the use of standardized scoring guides and rubrics, training for scorers, and careful review of candidate performance data for discrepancies or concerns.

The unit currently maintains its assessment system using a unit-developed software program, the Accountability Management System (AMS). Most advanced program data are currently housed and managed at the department level, although inclusion of advanced program data in AMS is in process. AMS enables the unit to provide numerous reports on applicant qualifications, proficiencies, and progress through the program, as well as information on graduates, unit operations, and program quality upon request. It is a flexible program that allows the unit to make changes in data collection quickly and efficiently; for example, the system was recently revised to accommodate the development of a new unit-wide dispositions survey administered at multiple assessment points in both initial and advanced programs.

Candidate assessment data are regularly and systematically collected, compiled, aggregated, summarized, and analyzed at the program level to improve candidate performance, program quality, and unit operations. For example, each initial and advanced program completes an annual program report that provides numerous examples of how it has used data to make changes to its program, curriculum, and clinical experiences. The unit uses a three-year program rotation to conduct follow-up focus groups with graduates and employers so that every program is included every third year. Since the unit provides financial support ($500) to conduct these face-to-face groups, the rotation helps to spread the cost evenly from year to year. Some graduates attend from quite a distance to participate.

Many programs conduct electronic surveys annually and use the focus groups to analyze and make recommendations to the program based upon the three years of survey data. For example, the
educational administration program has included additional ELL training in their coursework to better prepare candidates for the Praxis II exam. The advanced physical education program has increased the amount of training for students with special needs and has gone to a completely online format. The instructional design and technology program now uses more webinars and advanced technologies to increase access for candidates at a distance from campus. The counseling program has increased the special education content and the practical/application focus of its coursework. Additional technological proficiency is now required in the school psychology program as a result of employer feedback.

AMS allows faculty to view the progress of the candidates in their respective programs at any time. Candidates may also view their own progress on key assessments; for example, initial program candidates access their scores on the TWS after the scoring process has been completed.

The unit has a strong process for handling formal candidate complaints at both the initial and advanced levels. Records of this process are comprehensive and indicate the fair and timely resolution of any candidate complaints.

2.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

NA

2.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

The offsite feedback report noted several initiatives the unit is taking to move its assessment system to the target level. The following team observations from the feedback report were validated during the onsite meeting:

The unit assessment system has been revised every two or three years since 2003, including the revision of candidate performance assessments to reflect recent changes in the conceptual framework.

The broader professional community is involved not only in the review of assessment data, but also in the development and revision of assessment measures and evaluation of the assessment system itself. The unit conducts thorough studies to establish fairness, accuracy, and consistency of its assessment procedures. It also makes changes in its practices consistent with the results of these studies.

The unit's assessment system provides regular and comprehensive data on program quality, unit operations, and candidate performance at each stage of its programs, extending into the first years of completers' practice. Assessment data from candidates, graduates, faculty, and other members of the professional community are based on multiple assessments from both internal and external sources that are systematically collected as candidates progress through programs.

For example, the unit regularly collects admissions data for candidates in all programs. It disaggregates candidate performance data at the initial level by program and site. It has found no significant differences in candidate performance between on-campus or PDS program sites or between regular and alternate route/restricted licensure programs.

Candidates and faculty make developmental plans or contracts based on data. In particular, candidates who are not meeting performance expectations of their programs have individualized contracts based on relevant performance data, with clear sets of expectations, timelines, and con aligned with the conceptual framework.
The unit also follows up with its program completers during their first year of teaching through the university's Quality Assurance Program, which invites the first-year graduates to contact The Teachers College if they experience any problem or concern on the job. From 2007 through 2010, the unit received no Request for Assistance forms from either graduates or employers.

In addition, the unit has identified a number of initiatives it is working on in order to continue addressing target-level items for Standard 2:

The unit has developed a uniform set of unit-wide disposition assessments that are now being used for all candidates, including those in the secondary, alternate route/restricted license, and advanced programs. Full administration of these assessments in all programs will begin this fall, and AMS has been revised to include the data gathered.

The advanced programs collect graduate follow-up data on staggered three-year cycles, using surveys and focus groups in several different formats and/or questions and then reviewing the results in a variety of ways. They are currently reviewing their follow-up procedures according to each program's three-year cycle, with a goal of ensuring alignment with the unit's new conceptual framework and a plan for consistent use of follow-up data.

The unit is developing and testing different information technologies to improve its assessment system. The unit is continuing to develop the advanced program component of AMS. At the same time, the unit is working with the university to support a move to begin using LiveText as the university's data management system. The unit has been part of the planning for this migration and will pilot a beta version of LiveText in the spring of 2012.

### 2.4 Strengths. What areas of the standard are being addressed at the target level?

NA

### 2.5 Areas for Improvement and Rationales

#### 2.5.1 What AFIs have been removed?

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#### 2.5.2 What AFIs remain and why?

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#### 2.5.3 What new AFIs does the unit need to address for continued improvement? (These new AFIs may be an area of concern cited in the Offsite BOE Team Feedback Report if evidence in the IR Addendum, new exhibits, observations, or interviews indicates that an area of concern has not been adequately addressed.)

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### 2.6 Recommendation for Standard 2
Standard 3: Field Experiences and Clinical Practice

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

3.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

The materials and narrative presented in the unit's institutional report depict its efforts to sustain and improve upon processes, practices, and relationships cited in the previous review. Through additional evidence gathered during the onsite visit, it is evident that the unit continues to ensure an effort to design, implement, and evaluate field experience and clinical practice.

Building administrators from the high school mentioned that the Emporia Teachers Council (IR, pp. 2 and 35) continues to meet monthly to discuss data findings, school and university challenges, best practices, and communication structures. This council remains a dedicated body of professionals who strive to guarantee a rigorous pathway from preservice teacher education to lifelong learning while fostering success for all students. As confirmed by the advanced program advisors, a focus group is convened every three years for each program. These focus groups collaborate and assist faculty in guiding necessary changes in curriculum, policies, and procedures for the advance programs (IR Addendum, p. 4; Exhibit, Examples of Program Improvement Based on Focus Group Feedback).

For initial licensure programs, open communication between the unit and the school district is an expectation and a responsibility of all parties. Building administrators and mentor teachers from the Emporia USD 253 (high school, middle school, and elementary schools) explained their processes for placing interns and student teachers, and they provided examples of how candidates were placed. At the high school and middle school, student teaching placement decisions are based on viewing materials from the candidate and a series of conversations with faculty advisors and the director of field placement.

The mentor teachers from Emporia USD 253 High School and Middle School explained in detail how they are expected to model best practices, such as technology and scaffolding techniques for the student teachers and interns. They also shared how ESU takes a proactive approach to incorporating into coursework the practices adopted by the school district. Examples of such practices include dual language instruction, use of Smartboards, and Literacy First strategies.

Confirmed by faculty and the director of field placement, all initial candidates complete 100 hours of diverse field experiences prior to clinical practice. These field experiences are in P-12 settings; as stated in her interview, the director of field placement and her office staff assist in placing candidates in diverse experiences and collect the evidence from the candidates' experiences. In addition, candidates are expected by faculty, school personnel, and university staff to demonstrate professional dispositions in any placement setting.
Based on interviews with school personnel, cooperating and mentor teachers, faculty, candidates, and advisors, it is apparent that the new conceptual framework is a working precept used to advance the unit's beliefs, program rigor and professionalism. Initial and advanced candidates along with their mentors shared how faculty model, encourage, and expect candidates to join in professional development opportunities and professional organizations. The cooperating and mentor teachers were overjoyed by the candidates' willingness to assist in the classrooms, openness to change and feedback, demonstration of professionalism and self-reflection, and content knowledge. Furthermore, advanced candidates discussed their willingness to apply coursework in their work environments, their desire to continue learning, and their potential to become education leaders.

Initial candidates and their mentor teachers explained how the candidates complete weekly conferencing forms while in the PDS environment. These forms help frame the clinical practice learning expectations, including candidates' ability to demonstrate components of basic classroom management strategies, differentiate instruction, involve parents and families, and apply best practices. This form provides an opportunity for feedback to the candidate. It is a process that also requires self-reflection. A similar task occurs with Phase I candidates. For example, during an interview a Phase I cooperating teacher mentioned elements of a resume portfolio. The candidate assigned to her classroom was completing a series of assignments and, while engaged in the process, that candidate was carefully considering the types of evidence necessary to take to future interviews.

Candidates in both the initial and advanced programs indicated that the programs are challenging and the expectations across the unit are high. Since collaboration with the unit is strong, the school personnel feel that they can easily access faculty any time through e-mails and mobile phones when concerns arise. The candidates, faculty, and school personnel also explained that, if for any reason a candidate is not meeting program outcomes, additional advising would occur. Faculty advisors and the candidate would create contracts to help the candidate continue to progress.

Examples of the initial candidates' demonstration of knowledge and skills were apparent in the TWS. The TWS has been an assessment for the unit for many years, and adjustments to the TWS have been made over the years. During interviews, initial candidates from the elementary, P-12, and secondary education programs, as well as mentor and cooperating teachers, discussed aspects of the TWS and how this assessment is introduced by creating mini-examples prior to working on the final product. The TWS requires use of technology within the series of instructed lessons.

Additional examples of technology used by candidates were presented at the poster session. In one display, elementary education program candidates discussed technologies and inquiry strategies integrated in EE316, Teaching Science in the Elementary School. They were particularly excited to demonstrate and describe the robots they had tooled for a competition against elementary/middle-level students. Advanced program candidates shared examples of technologies they had used to capture data and other displays of information for projects and activities within their program coursework. They also commented on how their professors and instructors used and modeled available technologies such as videos, conference calling, online journals, and websites.

The TWS also requires initial candidates to provide an example of analyzing and reflecting about student learning. According to the advanced candidates and their advisors, the English speakers of other languages, building leadership, early childhood unified birth-3, adaptive special education, and gifted special education programs require candidates to apply intervention strategies and case studies to demonstrate analysis of student learning in their field experience settings.

School administrators from Emporia USD 253 know the criteria agreed to by the unit for selecting mentoring and cooperating teachers for student teaching (Block 3 and Phase II); and during onsite
interviews, they confirmed that they seek out teachers who exhibit a passion for learning as mentors and cooperating teachers. They openly expressed the challenges of placing candidates due to the size of the school district, economic impact, district changes, and the high-stakes testing environment for P-12 schools today. To overcome these challenges and to prevent "...burnout..." of cooperating teachers, particularly at the high school, the secondary principal initiated a semester break between candidates for cooperating teachers. To encourage teachers in her school building to participate in preservice teacher education, the middle school principal is suggesting that cooperating teachers use a co-teaching structure with their interns and student teachers.

The Emporia USD 253 and Olathe USD 233 schools visited by the onsite team were widely diverse, and the unit continues to foster its relationships with these schools and surrounding rural districts. The director of field placement mentioned that she advises the candidates to complete their student teaching placement paperwork earlier so that her department can seek the most effective teachers to guide them. The Office of Professional Education Services houses initial candidates' records of diverse placement forms. Such data help the director of field placement and the faculty advisors arrange for the student teacher placement. In interviews, the candidates noted that they expect to be placed in diverse clinical settings involving rural, socio-economic, exceptionalities, ELL, ethnicity, and/or suburban experiences. In the advanced programs, candidates and advisors shared how the candidates worked with students from various backgrounds within their own settings or, at times, had to find a more diverse setting for a project. To ensure diverse placements In the building leadership program, faculty had just recently added a requirement for advanced program candidates to complete a day placement in a building that did not have the same demographics as their own. Two candidates in this program explained that they will soon be visiting another school that differs from their building; faculty advisors noted that all advanced candidates complete a field experience (IR, p.9).

3.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

Since the previous visit, it is apparent that the unit is working to ensure that all candidates have an opportunity to work in a wide range of diverse settings. More comprehensive documentation of ELL, exceptionalities, and ethnic diversity in field experience and clinic practice settings is now being acquired. This documentation helps to guide the unit in making decisions about where candidates should be placed for field experiences and/or clinical practice. In the building leadership program, focus groups indicated a wider range of diverse experiences was needed. Therefore, the faculty have made recent changes to ensure that the candidates have at least one day in a school that differs from the one they currently service.

In the advanced music program, candidates submit videos showing strategies they implement based on coursework readings and research. The faculty noted that video feedback designed to guide instructional transformation was required in the latter part of a course. They altered the course so that the instructional videos are now submitted earlier, and this has enabled more timely feedback for the presented strategies.

Through their tradition of education excellence, the unit continues to foster and uphold their agreements with their PDS schools, particularly Emporia USD 253. The school community is proud of ESU and faculty across the university view The Teachers College as an instrumental voice within the Emporia community. Over the years, The Teachers College faculty has empowered the teaching community to be a part of the university community, and the teaching community has given its time and support to mentor preservice teachers, guide program changes, and ensure the production of qualified teachers. Together unit faculty and mentor teachers have attended and presented at conferences. The resources of the school district are open to faculty and candidates; and in turn, the resources within the Teachers
College are available to the Emporia USD 253 teachers. Furthermore, the Jones Institute of Educational Excellence offers professional development sessions that provide opportunities for dialog about education and student issues. All of these aspects yield support to candidate learning.

In Block 3 and Phase II settings, the candidates participate along with their mentor or cooperating teacher in the school learning communities, and the candidates engage in the decision-making process. Other information presented showed the candidates interacting with families and students while in coursework; for example, in EE 317, Teaching Mathematics in the Elementary School, the candidates and the Quest program in Emporia USD 253 host a family math fun night. Math games that foster inquiry and problem solving are introduced to families and students. The event is widely sponsored by the community, and prizes are distributed.

Mentor and cooperating teachers made mention of the training materials provided to them to assist with student teaching. Because teachers often struggled to attend trainings due to summer schedules, the unit decided to place the materials online to ease schedule tensions and also to help mentor and cooperating teachers needing a review of the materials. The mentors and cooperating teachers commented during the onsite interviews about how helpful it was to access these materials online. They also explained that the unit provides update summaries of revisions to the program each year, including changes in expectations and procedures.

3.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

NA

3.4 Strengths. What areas of the standard are being addressed at the target level?

The Teachers College builds effective partnerships among candidates, faculty, mentors, K-12 practitioners, and the ESU faculty. Their collaboration ensures that the field experiences provide learning environments in which candidates and student teachers hone their craft to provide learning opportunities for all students.

3.5 Areas for Improvement and Rationales

3.5.1 What AFIs have been removed?

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3.5.3 What new AFIs does the unit need to address for continued improvement? (These new AFIs may be an area of concern cited in the Offsite BOE Team Feedback Report if evidence in the IR Addendum, new exhibits, observations, or interviews indicates that an area of concern has not been adequately addressed.)
3.6 Recommendation for Standard 3

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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.

4.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

The unit's conceptual framework encapsulates diversity throughout the document, with almost half of the 48 outcomes addressing diversity. The university requires all undergraduate students to complete six hours of multicultural education in the general education requirements, including SD 550, Survey of Exceptionality. In addition, at the initial undergraduate level, the unit requires the completion of ED/EL 220, Introduction to Teaching, which addresses diversity. Candidates have the opportunity to further enrich their understanding of diversity through a variety of courses in which diversity is incorporated. Candidates are taught through methods courses how to differentiate lessons that meet the needs of all learners. Each advanced program includes diversity-related instruction, projects, and/or activities through two specific courses, as well as field-based learning activities. Advanced candidates are required to choose these two courses from a list of courses that have diversity as a focus.

Before entering Block 1 or Phase I, initial candidates are required to complete a minimum of 100 volunteer hours working with students, parents, and the community at large. As part of this 100-hour experience, candidates complete a diversity preparedness survey and a diversity self-assessment. At PDS locations, candidates are given opportunities to work with racial/ethnic, ELL, and male/female students, as well as students with exceptionalities.

Based on data from the Diversity Experiences of Professional Education Faculty exhibit, 81 percent of the unit faculty indicate they have had diverse experiences; the experiences of some faculty are quite extensive. During interviews, candidates in Block 1, Block 2, and Phase 1 reported that the faculty's multicultural and diverse experiences are translated into real world teaching. Candidates further stated that they use these experiences in enriching their own interactions with diverse students at the PDS. However, data also indicate that candidates have a greater opportunity to interact directly with faculty of different ethnic/racial background at the university level (13.6%) than within the unit (3.8%). Unit faculty representing diversity include one female Asian/Pacific Islander faculty member in the instructional design and technology program, plus one female Black/African-American and one male Asian/Pacific Islander faculty member in the school leadership/middle/secondary program. None of the four adjunct faculty in the unit represent diversity. Thus it is possible for most initial and advanced
candidates to complete their programs without interacting with diverse faculty.

The unit has shown good faith effort to enrich the unit with multicultural activities through a speaker series held annually. Data are not maintained to indicate participation of candidates within the unit. The unit has revised its original 2003 Recruitment and Retention of Diverse Students and Faculty Handbook for the years 2009-2014. The handbook outlines efforts the unit has initiated regarding candidate and faculty recruitment and retention. However, the unit does not give a timeline for completion of goals or the process for reviewing the overall plan to make necessary changes, corrections, or additions. The unit recently made an extensive but unsuccessful effort to hire a diverse faculty candidate.

The unit provided data indicating the different socioeconomic groups of candidates within the unit over a three-year period, 2007-2010. A combined 43.6 percent of both male and female candidates were from rural areas, while a combined 56.4 percent of male and female candidates were from urban areas. Within the unit, the average candidate diversity in the elementary program from 2007-2010 was 0.1 percent American Indian, 0.6 percent Asian, 3.3 percent Black, 3.7 percent Hispanic, 0.5 percent Non-Resident Alien, 2.6 percent Unknown, and 89.2 percent White. Similarly, the figures for secondary education candidates for the same time period shows 0.5 percent American Indian, 4.3 percent Asian, 4.9 percent Black, 4.9 percent Hispanic, 0.3 percent Non-Resident Alien, 3.6 percent unknown, and 85.0 percent White. For advanced candidates during the same time period, the corresponding figures were 0.6 percent American Indian, 0.7 percent Asian, 1.4 percent Black, 1.5 percent Hispanic, 1.1 percent Non-Resident Alien, 13.4 percent unknown, and 81.3 percent White. Based on these data, candidates do engage in professional education experiences with male and female candidates from different socioeconomic groups and at least two ethnic/racial groups. Candidates have the opportunity to study abroad in China through ED 343ZB (initial) and ED 743XK (advanced) courses. Four candidates have traveled to China as part of these courses.

Interviews conducted with P-12 administrations, mentors/cooperating teachers resulted in positive feedback pertaining to the school setting, where candidates have multiple opportunities to enrich their experiences with diverse student populations. These experiences include not only ethnicities/races different from the candidate, but also ELL and disabled students. During the unit's 100-volunteer-hour requirement, candidates are able to work within the PDS, allowing more one-to-one interaction with a diverse student, faculty, and staff school community. As described in the Institutional Report, student populations at the PDS are more diverse than the school faculty and staff where candidates are placed.

4.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

The unit continues to seek improved ways of attracting diverse candidates and faculty through several recent changes. For example, past practice relied on the use of advertising unit openings in educational publications. The unit now attends conferences to make personal connections with potential faculty candidate(s); through research-based hiring practices, it has changed its recruitment process from requesting letters of recommendation to listing references for personal contact; it uses the university website to focus on the diversity of the unit; and it has created flyers concentrating on the diversity of the unit.

4.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

NA

4.4 Strengths. What areas of the standard are being addressed at the target level?
The unit ensures the scaffolding of curriculum is integrated into practical experiences in a multicultural and richly diverse P-12 PDS setting for initial candidates in elementary and secondary programs.

4.5 Areas for Improvement and Rationales

4.5.1 What AFI Is have been removed?

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4.5.3 What new AFI Is does the unit need to address for continued improvement? (These new AFI Is may be an area of concern cited in the Offsite BOE Team Feedback Report if evidence in the IR Addendum, new exhibits, observations, or interviews indicates that an area of concern has not been adequately addressed.)

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<td>Candidates have limited/no opportunities to interact with diverse faculty members.</td>
<td>Based on the data in the 2011-2012 Full-Time and Part-Time Faculty Demographics, three of the 79 full-time and none of the four part-time unit faculty represent diversity. Many candidates could complete their entire programs without having significant interactions with diverse faculty.</td>
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4.6 Recommendation for Standard 4

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Standard 5: Faculty Qualifications, Performance, and Development

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

5.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

There are 95 faculty in the unit; 61 have earned doctorates. Individuals who do not have doctorates possess exceptional backgrounds and/or experiences attributed to their appointment in the unit. Clinical faculty must meet these criteria and must be licensed in the field in which they are supervising. There are four adjunct faculty, and the same qualifications are required for these positions.
Mentors in P-12 schools must have the appropriate license, a master's degree, and "above-average ability as a teacher" (from Cooperating Teacher Guidelines). Mentors are evaluated by candidates using a survey at the end of each experience; data indicate that scores on all indicators on the survey are at a 95 percent satisfaction level or higher.

There are very specific guidelines for tenure and promotion within the unit that have been consistently implemented for over 20 years. The high standards and rigor of these expectations are cited as the rationale for retaining them in their existing form with minor occasional modifications (e.g. the expectation of "5-7" externally reviewed efforts has been changed to "5"). Teaching effectiveness carries the heaviest weight in the review process for promotion and tenure (50%), with scholarship and service each valued at 25 percent. Some slight variation of this formula exists among departments, but the heaviest emphasis across departments is on teaching. The unit views these three criteria as integral to each other in recognizing faculty who are exemplary professionals. Faculty teaching is assessed primarily through The Teachers College Student Evaluation of Instruction (TEVAL) course evaluation system, which is aligned to the unit's conceptual framework. A proposal to include tenured full professors in a review similar to the tenure and promotion process has been dropped for now (see IR addendum), but all faculty are required to engage in review and self-reflection with chairs of their departments on an annual basis.

Faculty review requirements for scholarship include at least five externally reviewed publications during the period from the time of hiring to consideration of promotion and tenure; the same requirements exist for promotion to associate or full professor. Scholarly activities for personnel action must be externally reviewed and directly related to the individual's professional role or discipline. An ongoing record of state and national presentations each year counts as the equivalent of one refereed publication; books with multiple chapters by the faculty member count as more than one scholarly activity; chapters, refereed state or national journal articles, and externally reviewed and funded grants (state, federal, private foundation) each count as one scholarly activity. Major responsibility for the preparation of self-study/institutional reports for national accrediting bodies is an externally reviewed and accepted form of scholarly activity. Grants from the ESU Research and Creativity Fund or from the Dean's Fund for Faculty Creativity do not merit consideration as part of the expected scholarly activities for a faculty member seeking promotion or tenure. Listings in ERIC also would not be considered as scholarly activities under promotion and tenure considerations. The unit stands firm on these criteria.

Even though faculty have not received a pay increase in several years, the retention of faculty has not been a problem. In interviews, faculty indicate that they stay at ESU because they are proud of the work that they do and they enjoy the community of professionalism. This culture was evidenced in faculty conversations in interviews where it was clear that faculty across disciplines within the unit are knowledgeable about each other's work, and they discussed ways in which they support each other.

Since it is a component of the university review process, service is an essential part of the faculty work at ESU. While service is evident at the state and national levels in professional organizations where unit faculty and administrators assume leadership roles, it is palpable at the highest level in the P-12 schools, where approximately 90 percent of the faculty are involved. Interviews with P-12 administrators and teachers indicate that faculty presence in the schools is frequent, supportive, and valued. Faculty and P-12 professionals collaborate on issues at the P-12 schools, and practitioners' input is also funneled into the faculty work on campus. Although service is required for faculty review, interviews with faculty indicate that motivation to work with schools comes from their true enjoyment of this work and their understanding that time spent in schools helps them to stay current and become better teacher educators. Faculty also have opportunities and are encouraged to be involved in service to the university by serving on unit and university-wide committees. Unit faculty are members of many campus-wide committees.
Professional development is supported through funding to each department with awards determined by the chair; each department's allotment varies, with a range of $600 to $1800 per faculty member. Additional funding is available through the dean's and Academic Affairs' offices. In interviews faculty report they receive sufficient funding to travel to at least one professional conference per year; they did not express concern about the funding, acknowledging the limitations in budget.

In interviews, candidates cited many examples of practices professors model in their courses that they felt were applicable to their teaching in schools. Many candidates stated that they chose ESU because of the reputation of The Teachers College and its faculty. Several candidates reported traveling a distance to attend the institution even when there were other IHEs in their local area.

A review of syllabi indicates faculty use current research in their teaching and methodologies that help candidates apply research to practice. Course assignments require candidates to read research, reflect on what they have read, and apply it to classroom situations. The use of technology to support instruction is evident throughout course syllabi. Candidates reported in interviews that they feel confident in using technology in their teaching because it has been modeled for them by the faculty. It was noted that in one district the university provided technology to a school where candidates are placed. The university and the unit provide ongoing and intensive professional development to support the use of technology in teaching, and many of these sessions are open to P-12 professionals. Expressing an interest in keeping ahead of the learning curve, the university continues to offer its "e-learning" professional development to support online instruction and has also offered workshops on "m-learning," or the use of mobile devices in instruction.

Despite a full 12-credit undergraduate/nine-credit graduate teaching load, faculty are actively engaged in scholarship. A review of resumes supports this claim and is further supported by a recent publication of the university entitled "2010-2011 Excellence Engaged." This document highlights the scholarly activities of faculty across campus in the areas of state and national awards, leadership positions, external grants, and externally reviewed publications, exhibits, and performances. It provides evidence of The Teachers College faculty accomplishments, including six faculty members receiving state/national recognitions, 51 leadership positions in various professional organizations, over four million dollars in externally funded grants and contracts, and 52 externally reviewed publications.

In an interview with the deans of the Graduate School, the School of Liberal Arts and Sciences, the School of Business and the School of Library and Information Management, The Teachers College was reported to be a leader at the university. The deans stated that unit faculty and administrators, including the dean and associate dean, hold membership on many committees across campus. Their leadership is valued and respected in many facets of the campus community. The deans noted the work the unit does to bring P-12 students to campus through activities such as their math camps, mini-teaching academy, biology camp, and business career day, all of which help connect the university to the community.

The commitment to excellence in teaching by the unit extends beyond educator preparation. One of the most notable examples of this is the Jones Institute for Educational Excellence, a regional resource housed within The Teachers College and established through a trust of the Jones family in 1982. This office "provides leadership to the profession through encouraging pre-college students to consider teaching as a career, provides access to educational experts through pre-service and in-service activities, and supports on-going mentoring and career development for those who have entered the profession." This unique resource offers ESU and P-12 professionals access to workshops, conferences, a distinguished lecturer series, and links to professional development activities within the region.

The unit's long-range plan (2007-2012) reflects a commitment to professional development such as
technology development, curriculum review, and program improvement.

5.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

The consistently high expectations for faculty performance in teaching, scholarship and service, along with readily available professional development opportunities, encourages faculty to demonstrate excellence in all aspects of their professional roles. A majority of unit faculty demonstrate a high level of scholarship related to teaching, learning, and their fields of specialization. Faculty consistently review data on their courses and develop annual plans for continued improvement in their teaching.

5.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

NA

5.4 Strengths. What areas of the standard are being addressed at the target level?

Unit faculty model best practices in teaching and serve as role models of the professional's proficiencies. They are recognized for their strengths in demonstrating effective teaching practices with candidates and professionals in P-12 districts. They remain current in their work through the extensive time they spend in schools working with candidates and mentors.

Unit faculty demonstrate knowledge of their field as evidenced by their extensive research and writing, course syllabi, and feedback from candidates and professionals in the field. They provide leadership in the profession, schools, and professional associations at state, national, and international levels. They demonstrate vitality in their work with future teachers, not just through time spent, but also in their enthusiasm for their work as reported by the field partners and demonstrated in interviews.

The faculty model best practice in professional service in their strong and positive relationship with P-12 schools. The extensive amount of time spent in schools provides a venue for faculty to nurture relationships with their partners, provide support to candidates and school professionals, and reflect and learn together. The PDS partnership serves as an exemplary model for other institutions.

5.5 Areas for Improvement and Rationales

5.5.1 What AFIs have been removed?

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5.5.3 What new AFIs does the unit need to address for continued improvement? (These new AFIs may be an area of concern cited in the Offsite BOE Team Feedback Report if evidence in the IR Addendum, new exhibits, observations, or interviews indicates that an area of concern has not been adequately addressed.)
5.6 Recommendation for Standard 5

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**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.

**6.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?**

The dean of the Teachers College serves as the unit head and is well respected for his conscientious leadership in providing for the development of education programs within the unit. A carefully crafted working relationship between the dean and associate dean facilitate effective faculty governance structures that ensure rigorous initial and advanced programs designed, implemented, and assessed so that 100 percent of their candidates will meet standards. In large measure, management and coordination of the unit's programs are through four committees: Academic Leadership Committee (ALC), Council on Teacher Education (CTE), Committee on Advanced Programs (CAP), and the NCATE Steering Committee where committee work includes the expectation to either review data or ensure standards are being met. A fifth committee, Dean's Advisory Council, meets on matters related to the faculty. Each committee meets monthly through the academic year with the exception of the ALC, which meets weekly and during the summer as needed. Committee memberships include faculty, P-12 teachers, initial and advanced candidates, and staff appropriately placed for their expertise. All members are sincerely committed to the preparation of excellent educators.

Continuity of efforts is realized in part through overlapping memberships across multiple committees, including faculty members from Arts and Sciences and Business. Specifically, CTE membership with a majority of faculty members in other schools noted the prevalence of rigorous expectations in its work and deliberations along with one member's comment that the CTE is a "...thematically woven group..." ensuring program and candidate excellence throughout the unit's initial programs. Similarly, CAP ensures rigorous advanced programs, which are managed in part by limiting the number of candidates admitted to make certain program integrity and candidate learning are maintained.

The robust committee structure includes sufficiently large memberships to accomplish the workload and either the dean or associate dean serves in one capacity or another on each committee. Of particular note is the NCATE Steering Committee's continuous improvement process that maintains the unit's focus on meeting the target level across all six accreditation standards. Evidence and interviews from the president and the provost to newly hired faculty members clearly indicated that processes, commitment, and human and fiscal resources are dedicated toward accomplishing this goal as a significant priority for the unit. In interviews with faculty members and P-12 representatives, the committee and council purposes were verified. All indicated the importance of the work and their commitments to it. They...
noted that their recommendations/decisions were respected by the dean and implemented as appropriate.

Academic materials for recruiting and admission practices, calendars, catalogs, and policies are made available to candidates, faculty, and staff through e-formats; interviews confirmed their consistency and accuracy across multiple sources. All are readily accessible through The Teachers College and other institutional web pages.

Once admitted into a program, initial and advanced candidate advising occurs either in the elementary education advising center or with faculty members. Clarity of purpose in advising is evidenced through the successful completion of candidates, as well as examples of candidates whose dispositions, knowledge, and/or skills did not successfully meet program standards; these candidates were counseled into completing other academic programs.

The offsite team expressed a question about ongoing budget increases and their sustainability in light of university budgetary cutbacks. This was addressed through interviews with the dean, who indicated that the Other Operating Expenses (OOE) account is flat. Increases noted in the IR (p. 41) are associated with the OOE account that included one-time allocations for technology purchases and other one-time budget allocations for specific purposes. Overall, budget commitments reflect four categories: unclassified, classified, student, and OOE accounts. The Teachers College receives its budget through articulated and practiced processes in the university and through academic affairs.

Within the budget, the dean expends the resources associated through the four budgetary categories in support of campus and clinical work. Of these areas, the OOE provides for discretionary funding to support faculty, programs, and other work essential for the preparation of professional educators.

The Dean's Advisory Council meets monthly to discuss matters of importance to the faculty. Two representatives from each of the departments are elected by faculty from each department and serve 24-month terms, with a second term possible. The council's activities include making recommendations to the dean about faculty concerns and policies. One point noted in the interviews was a change in how clinical supervision load credit was assigned to faculty. The change noted by a faculty member and the dean reflects a discussion that had occurred within the unit, and recommendations were forwarded to the provost where the load credit assignment being discussed did not reflect the recommendation. It was still under review at the time of the onsite visit. This example reflects the openness of the organization in working to maintain workload expectations in accordance with published workload policies, as well as reassigned time workload equivalencies. Program delivery, advising, and student services are provided through full-time faculty and staff. Only four adjunct faculty members are hired by the unit; this ensures program cohesion and consistency.

Unit facilities are well maintained, and technology resources are transparent and seamless. Innovation in the use of technology includes regular professional development activities throughout the year. In addition, a creative, leading thinker and technology user is invited to conduct professional development seminars at the end of the academic year. The faculty are offered a stipend to attend these events.

Technology availability and use are aligned with resource allocations. Uniquely, on one noted occasion the unit purchased technology for P-12 schools to ensure consistency of practice and access to technology between the preparation program and school-based learning. Faculty members spoke of the high expectations in the unit for using innovative e-learning technologies as well as professional development in mobile learning. The visit coincided with a middle-level robotics competition, and this event provided faculty and candidates time to work with P-12 students and their programmed robots.

Library resources are adequate, and access to electronic databases and print materials are available to
campus-based and distance learners alike. Distance learners can request print library materials that are scanned and delivered electronically to the candidate. The holdings include current and historical reserves. The unit is provided a librarian who works with faculty to ensure the collection meets learning expectations. In addition, the unit maintains a resource library where the media specialist is a paid employee of the school district, with half of her salary contributed by The Teachers College.

6.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

Since the last visit, the unit's leadership and committee structures expect and hold accountable the faculty through a long-range plan that is driven by nine goals and a revised policy handbook focusing faculty teaching, research, and service expectations. The plan emphasizes a culture of assessment, professional development, collaboration, faculty promotion and tenure, recruitment and retention, curriculum, technology, resources, and marketing. The IR, exhibits, and interviews substantiated the plan is largely accomplished. Specific elements from the tenure and promotion section are highlighted through the policy handbook where faculty are guided to provide candidate assignments that are linked to practitioner needs such as the following example, "...while it is useful to explore various classroom management styles to provide the student a menu of techniques from which to select, it is even more important that students identify and use a plan of action for establishing a process suitable to their individual personalities and projected classroom conditions." (Teachers College Faculty Handbook p. 103) Expectations for faculty research are on applied research contributing to the reform and restructuring of education so that unit graduates are "...articulate and assertive change agents." (Teachers College Faculty Handbook p. 104).

The culture of assessment is evident through the annual reports that are presented, reviewed, and used to drive ongoing unit and program decisions. In particular, the NCATE Steering Committee maintains the focus on the continuous improvement process through a review of annual program and unit assessment reports and a gap analysis between the status of the unit and the standard elements noted at the target level. Through the analysis conducted in sub-committees, the committee of the whole is informed on the actions needed to accomplish each standard at the target level.

The unit is noted as a leader within the university. In 2009 the unit was recognized nationally by Dr. Arthur Levine as one of four model teacher education programs in the nation. Also that same year in a national address, Secretary Arne Duncan cited Emporia State University and The Teachers College for exemplary programs, supervision of students, and the elementary Professional Development School. Faculty members and administrators across the institution indicated that The Teachers College is "... a crown jewel..." of the institution.

6.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

NA

6.4 Strengths. What areas of the standard are being addressed at the target level?

Through the unit leadership and committee structures, especially the NCATE Steering Committee, all programs designed to prepare education professionals are rigorous, robust, and clearly focused on preparing 100 percent of the candidates to meet standards and pass licensure exams.

Evidence and interviews confirmed the commitment of the unit toward recruiting and retaining those candidates with the knowledge, skills, and dispositions that are consistent with high expectations.
articulated by scholars in education.

Evidenced through documents and the deeply committed faculty, there is overt dedication to responsive, assessment-driven programs focused on achieving standards at the highest levels.

Resource allocations, faculty time, and candidate accomplishments are all reflective of P-12 partnerships and relationships focused upon preparing candidates in clinical models.

The unit provides professional development for faculty across the institution.

### 6.5 Areas for Improvement and Rationales

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### IV. SOURCES OF EVIDENCE

Documents Reviewed

Persons Interviewed

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See **Attachments** panel below.

(***Optional*) State Addendum: