Emporia State University Institutional Report

Overview and Conceptual Framework

1. What are the institution’s historical context and unique characteristics?

In 1863, two years after Kansas became a state, the Kansas legislature established a State Normal School at Emporia “to instruct persons, both male and female, in the art of teaching, and in all the various branches that pertain to a good common school education.” Classes began in February, 1865 with 18 students. In 1867, two students graduated in the first commencement.

During its 148-year history, the university’s name has changed three times. In 1923, Kansas State Normal School became Kansas State Teachers College, and in 1974, the institution became Emporia Kansas State College. The broadened academic offerings, increased services to students, and involvement in research and in-service activities contributed to a multipurpose institution. In 1977, the Kansas Legislature changed the name to Emporia State University.

As the university prepares to celebrate its sesquicentennial in two years, Emporia State University aspires to be a premier comprehensive university focused on academic excellence, student success, leadership, and community and global engagement. Its reach through online and off-campus courses, alumni, current students, faculty, and staff extends to all areas of the state, region, nation, and world.

2. What is the institution’s mission?

The mission of Emporia State University: 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 (University Catalog 2010-2011, p. 3)

The mission of The Teachers College: The unit The Teachers College affirms the institution’s vision as a premier student-centered university. The mission of The Teachers College, the professional educator preparation unit of Emporia State University, is to develop The Professional: Critical Thinker, Creative Planner, and Effective Practitioner. Our graduates are skilled practitioners who are prepared with essential knowledge, abilities, and dispositions in their fields of specialization. Candidate learning reflects historical and contemporary knowledge, research, theory, and practice that meet the academic, personal, and social needs of their students (University Catalog 2010-2011, p. 220)

3. What is the professional education unit at your institution and what is its relationship to other units at the institution that are involved in the preparation of professional educators?

The professional education unit at Emporia State University is The Teachers College, which offers 23 initial and 11 advanced licensure programs and 7 advanced nonlicensure programs for a total of 41 programs. These 41 programs are distributed as follows: 2 programs in the School of Business, 20 programs in the College of Liberal Arts and Sciences, 1 program in the School of Library and Information Management, and 18 programs in The Teachers College. The composition of the governance structures of the unit includes the Academic Leadership Council overseeing the college, the Council on Teacher Education overseeing initial programs,
and the Committee on Advanced Programs overseeing advanced programs. The NCATE Steering Committee is responsible for monitoring that the unit is meeting all six NCATE standards and proposing modifications as needed to ensure the unit’s compliance. The Council on Teacher Education membership, the Committee on Advanced Programs membership, and the NCATE/KSDE Steering Committee membership includes faculty from all areas of the unit as well as PK-12 teachers and undergraduate and graduate student representatives.

4. What are the basic tenets of the conceptual framework and how has the conceptual framework changed since the previous visit?

The best evidence of Emporia State University’s commitment to continuous improvement is The Teachers College’s new Conceptual Framework. A subcommittee of the NCATE Steering Committee proposed the new Conceptual Framework in the spring of 2009, based on research by the Carnegie Foundation for the Advancement of Teaching on the competencies possessed by professionals in “mature” professions (e.g., law, medicine, education, religion, engineering). The proposal was honed as it passed through the different governance approval levels until its final approval on November 9, 2009. Those approval levels consisted of Academic Leadership Council, Council on Teacher Education, Committee on Advanced Programs, and NCATE Steering Committee. In addition, Emporia Teachers Council and the Teachers College/USD253 Administrators Council reviewed the proposal.

The resulting Conceptual Framework envisions both the initial and advanced candidate as The Professional, possessing the following 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

Included in the Conceptual Framework are the vision and mission of the institution and unit; philosophy, purposes, goals/institutional standards of the unit; knowledge bases, including theories, research, the wisdom of practice, and educational policies that drive the work of the unit; candidate proficiencies related to expected knowledge, skills, and professional dispositions, including proficiencies associated with diversity and technology, that are aligned with the expectations in professional, state, and institutional standards. For example, Knowledge competency 13 in the new Conceptual Framework is “Candidates exhibit knowledge of theories of human physical, cognitive, social, and emotional development.” Kansas Professional Education Standard 2 (derived from InTASC Principle 2) is “The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.” There are numerous examples of alignment such as this throughout the Conceptual Framework. In addition, the document contains a summarized description of the unit’s assessment system.

The unit worked with the university’s graphic designer to produce a new image to capture the Conceptual Framework, which was unveiled at The Teachers College Spring faculty meeting on January 9, 2010. The image presents The Professional and the six proficiencies enclosed in an oval swoosh highlighted with the globe. The oval swoosh conveys the unity of the six proficiencies and the knowledge, abilities, and dispositions outcomes as integral in defining The
Professional. All proficiencies are important, and The Teachers College is dedicated to strengthening each one of them in its candidates and faculty. The globe reflects the element in the university’s mission of globally engaging with students and educators and the unit’s preparation of education professionals throughout the world who are committed to the proposition that all children can learn.

The Teachers College’s transition to the new Conceptual Framework is ongoing. The new Conceptual Framework brochure and a web-based Camtasia presentation support the unit’s efforts to “spread the word” to all of the unit’s partner schools and school districts, PK-12 teachers and administrators, and alumni.

The Conceptual Framework includes the following 48 outcomes for teacher candidates and other school-based professionals.

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 metacognitive 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.

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 ongoing self-development and professional development in response to professional standards of practice.
18. utilize student learning standards to promote student learning and achievement.

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.
Standard 1 What do candidate assessment data tell the unit about candidates’ meeting professional, state, and institutional standards? [Note to Reviewers: You will see the term HIVE in the Standard 1 narrative. This is the name of the electronic exhibits room, which is available at www.emporia.edu/teach/ncate.]

(Note: To conserve space and because advanced programs for teachers and other personnel programs use similar assessments, except for Praxis II, they are all addressed together. They will frequently be referenced just as advanced programs.)

Thirty-two of the thirty-four teacher education programs that lead to initial or advanced licensure are currently under review by the Kansas State Department of Education (KSDE). The program reports, rubrics for all key assessments, and accompanying tables of assessment data for program completers covering the 2007-2008, 2008-2009, and 2009-2010 academic years are stored in the Kansas State Department of Education Document Warehouse. A password and ID will be provided by KSDE. Program reports were submitted by October 1. The unit has received the final team report, which indicates that thirty-one of the thirty-two programs had all standards met. The one program had 16 of the 18 standards met. The final team report is a strong affirmation from the state department that initial and advanced candidates are meeting state standards.

The final team report still has to be reviewed by the KSDE’s Evaluation Review Committee, which will issue a report. The unit will have an opportunity to respond to the report before the final decision is made by the Kansas State Board of Education.

In February, 2010, The Kansas State Board of Education (KSBE) approved the Alternate Route/Restricted License program leading to initial license, which was approved as an innovative program through December 31, 2017 and the Early Childhood Unified (Birth-Kindergarten), which was approved as a new program through December 31, 2017.

In addition to KSBE and NCATE approval, the Art, Music, School Counselor, School Library Media, and School Psychology programs are professionally accredited. Art is accredited by the National Association of Schools of Art and Design, Music by the National Association of Schools of Music, School Counselor by the Council for Accreditation of Counseling and Related Educational Programs, School Library Media by the American Library Association, and School Psychology by the National Association of School Psychologists. These programs meet standards of the profession.

Initial Programs

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 knowledge test, pass the unit’s Teacher Work Sample, and achieve at least at the C level for the Professional Development School Intern/Secondary Student Teacher clinical experience. Each summer program faculty are provided scores and means on the PLT test, the Praxis content test, the Teacher Work Sample, and PDS Intern/Student Teacher evaluation for all of their program completers as integral components to support the unit’s assessment efforts. Analyses of three of these measures are reported here as the data are compiled across the unit.

Analysis of Praxis II Principles of Learning and Teaching Test. At Emporia State University, passing the Praxis II Principles of Learning and Teaching Test (i.e., exceeding the 161 qualifying score for Kansas) is a requirement for program completion. Program completers have a 100% pass rate, another affirmation that candidates are meeting state and institutional standards.
The data table presents mean percent correct for each of the seven subscales of the Principles of Learning and Teaching test for 2007-2008, 2008-2009, and 2009-2010 program completers. The means are disaggregated by elementary and secondary program completers, and, for comparison purposes, national means are provided.

The table presents an interesting pattern. For the 2007-2008 academic year, program completers tended to score below the national averages, especially for the secondary candidates. Of the 14 means (7 subscales x 2 categories: elementary or secondary), the national average was greater than the unit’s for 9 (64%) of them (3 of the 7 elementary and 6 of the 7 secondary). In contrast, of the 21 means for the 2008-2009 and 2009-2010 academic years, all 21 unit means were greater than the national average.

The dramatic turnaround for the secondary program completers can be attributable to the quality of the instructor for the Educational Psychology course. The Educational Psychology course presents most of the content secondary education majors receive in preparation for the PLT. The department offering the Educational Psychology course hired a 2003 inductee of the National Teachers Hall of Fame, who is now in her third year of teaching the course and inspiring the secondary education majors.

Analysis of Praxis II content; Title II data. The Praxis content scores are specific to the program and, at Emporia State University, passing the Praxis content knowledge test is a requirement for program completion and graduate. Title II data are reported in for the 2007-2008 and 2008-2009 traditional and 2007-2008 and 2008-2009 Alternate Route preparation. All programs have 100% pass rate for their program completers, another affirmation that candidate assessment data is indicating that candidates are meeting state and institutional standards.

Analysis of Teacher Work Sample. The Teacher Work Sample (TWS) is a required unit assessment for Block 3 Professional Development School interns and Phase II student teachers. All students can learn, and candidates at Emporia State University must demonstrate that they can affect student learning. Candidates are expected to demonstrate that they can deliver an effective instructional unit taught over two to three weeks, employ meaningful classroom assessments, and analyze and reflect on their experiences.

Looking at the data table, elementary and secondary candidates have been consistently outstanding in performance across all seven factors. In addition to the individual factor scores, the means on Factors 1 through 4 are summed to produce a score measuring candidates’ overall ability to plan instruction, which is a major assessment for KSDE program reporting. The means on Factors 5 through 7 are summed to produce a score measuring candidate effect on student learning. Candidate performance on both of these derived scores is consistently strong across the three years reported. In addition, from 2002 when the Teacher Work Sample was implemented, the overall Total Score mean has improved from 82% correct to 93% correct.

One longitudinal pattern that the unit has noted and is working on improving is that means on Factor 7 Reflection and Self-Evaluation are consistently the lowest scores of all seven factors, although the Factor 7 means hover around 90%.

Teacher Work Sample data indicate that candidates are meeting state and standards.

Analysis of Professional Development School (PDS) Intern/Student Teacher Clinical Experience. PDS Interns and Student Teachers are rated at least five times by mentor/cooperating teachers, education supervisors, and academic supervisor during their final clinical experience on the clinical experience rubric, which consists of 50 indicators. The 50 indicators each are scored on a 0 needs improvement, 1 meets expectations, and 2 exceeds expectations scale, thus scores on each indicator range from 0 to 2. The 50 indicators cluster into 8 subscores:
lesson planning, teaching the lesson, communicating, managing the classroom environment, demonstrating content knowledge, reflecting and inquiring, demonstrating professional behavior and diversity, and demonstrating professional community. Subscores are computed by adding the scores on the indicators subsumed by each subscore.

The 8 subscores added together produce the total score, which ranges from 0 to 100. The data table presents the mean percent correct by subscore data. Overall, candidates are scoring in the high 80s to low 90s, an A by the scale. Two patterns emerge. One pattern is the slight trend upward for the secondary candidates across the three years of reported data, observable from examining either any of the subscores or the total score. The second pattern is that for both elementary and secondary majors, in contrast to the other 7 subscores, no mean is in the 90s for managing the classroom environment.

Overall, the student teacher data indicate that candidates are meeting state and institutional standards.

Advanced Programs

Knowledge and skill assessment data for the 10 advanced programs licensed by KSDE (note that the 11th program was approved by KSDE last year), including Praxis II content knowledge test data, are part of the KSDE program reports and, if applicable, rejoinders. All 10 advanced programs have emerged from the current review by KSDE teams with all standards met. Candidates in these programs are meeting state and institutional standards.

For the 7 advanced programs in the unit not licensed by KSDE, program reports and rejoinders are located in Standard 1 of the HIVE. Included with the program reports are assessments and rubrics/scoring guides used in field experiences and clinical practice for advanced candidates.

Surveys/Focus Groups of Graduates and Employers

Initial licensure graduates from 2004-2006 and their employers were surveyed. The survey required the new graduates and their administrators to rate them on 9 knowledge, 8 skill, and 8 disposition indicators. The alumni results indicated that new alumni evaluated themselves performing at the well prepared to very well prepared range. The employer results provided higher ratings than the alumni gave themselves. Comparisons of alumni data and employer data between the 2002-2004 and 2004-2006 surveys indicate many more improvements than losses, especially in skills and disposition by graduates and knowledge and skills by employers. The 2006-2009 survey is being conducted this spring, and results will be uploaded to HIVE this summer. The assessment data indicate that candidates are meeting state, professional, and institutional standards.

Advanced programs employ different methodologies including focus groups and surveys for both graduate and their employers. Focus group reports from alumni and employers are provided in Standard 1 of the HIVE. The focus group assessment data indicate that candidates are meeting state, professional, and institutional standards.

Disposition Data

Initial programs. Dispositions are assessed at the first four decision points of the unit assessment system: admission to teacher education (Block 1 for PDS intern/Phase 1 for student teachers), admission to the clinical experience, completion of the clinical experience, and
program completion. The unit’s approach to disposition assessment is to capture concerns relative to dispositions in the conceptual framework.

For PDS Interns, dispositions are assessed in EL312 Reading and Writing Connections prior to Block 1 (for program entry). The elementary data indicate that almost all applicants are adequate in terms of their dispositions, although some concerns are noted. However, these concerns enable faculty to monitor candidate performance and improvement as the candidates progress through the program.

For secondary candidates, dispositions are assessed by faculty in the teaching field area, usually in methods courses. At entry into Phase I Pre-Student Teaching, the disposition data indicate that almost all applicants are adequate in terms of their dispositions, although some concerns are noted. However, just as with the elementary candidates, these concerns enable faculty to monitor candidate performance and improvement as the candidates progress through the program.

Dispositional concerns may result in the candidate starting the clinical experience on contract. Disposition data for the first two decision points indicate that candidates are doing adequately, although concerns are noted for some candidates. These concerns may become the basis for an elementary contract or secondary contract that holds the candidate accountable for continued professional development during the clinical experience.

Dispositions are also assessed during the clinical experience for Decision Point 3. None of the 50 indicators on the Professional Development School Intern/Student Teacher Evaluation Rubric address candidate dispositions, which are assessed by mentor or cooperating teachers and education and academic supervisors. The indicators are scored with a 0 needs improvement, 1 meets expectations, and 2 exceed expectations scale. The data table show that the means for the nine indicators range from Attends to Diversity (1.76) to three indicators with means of 1.90—Is open to new ideas and continually refines practice through self-examination, Demonstrates ethical behavior, and Models values and dispositions commonly expected of teachers. The results indicate that candidates are closer to exceeding than just meeting expectations for all nine dispositions. Thus, the student teacher assessment data indicate that candidates are meeting state and institutional standards.

Finally, candidates who graduate and enter teaching complete a survey requesting self-report ratings on seven dispositions. Their principals complete the same survey, which uses a 1 (very low) to 5 (very high) rating scale. The data table for candidates graduating from 2004-2006 indicates that graduates rate themselves “high”—4.0 or higher—on all seven dispositions. Employers rate the graduates equivalently high on six of the seven dispositions. “Desire to communicate with family and community members to make them partners in the educational process” was rated 3.97 by employers.

Advanced programs. Dispositions are assessed at program entry, and as needed for subsequent decision points. The programs’ disposition data indicate that candidates generally are meeting expectations. For example, for Building Leadership, on both the disposition/reference forms submitted for admission to the program and the supervisor rating of dispositions submitted at the end of the program/practicum, there were no Needs Improvement (#1) ratings, and all were rated/scored at the Meet Expectations (#2) or Exceeds Expectations (#3). Average candidate(s) means were 2.0 or higher on each item and overall. School Counselor indicates that candidates are acceptable or target.
Moving to Target

The unit is committed to moving Standard 1 to target. Below is an analysis of each element identifying areas that are at target, areas that the unit needs to move to target, and the process for doing so. As space is limited, data to validate Target could not be provided in this section; however, the links will provide information and data to verify statements made about knowledge and skills of candidates.

Content Knowledge for Teacher Candidates

At Target. The state department of education has reviewed 23 initial programs and based on candidate data for content knowledge, all but two state standards across all programs are met. 100% of program completers must pass the Praxis II content knowledge test as a requirement of program completion. Data on the Teacher Work Sample indicate that elementary and secondary candidates do an excellent job defining learning goals and objectives and designing and implementing instruction. All program completers must also pass this assessment. These assessment data validate that initial candidates have in depth knowledge of content and pedagogical knowledge and skills.

The state department of education has reviewed 4 advanced licensure programs (Adaptive Special Education, Early Childhood Unified Birth-3, English for Speakers of Other Languages, and Gifted Special Education), and based on candidate data for content knowledge, all state standards across all programs are met. All candidates in these 4 programs must possess a current teaching credential. Candidates must pass the Praxis II content knowledge examination with the exception of Gifted, which does not have a Praxis examination. Candidates in the seven non-licensure programs (Advanced Business, Curriculum and Instruction, Instructional Design and Technology, Master Teacher Elementary Subject Matter, Advanced Music, Advanced Physical Education, MAT in Social Science) who work in school settings will have a teaching license. All advanced programs include assessments, as shown in the program reports referenced earlier, which assess content knowledge. These reports show the level of success of candidates on these assessments.

Pedagogical Content Knowledge and Skills for Teacher Candidates

At Target. All initial candidates complete coursework that addresses pedagogical content knowledge and skills. Elementary education courses include a number of courses on teaching methods, curriculum adaptation, teaching to diverse populations, and strategies for inclusive settings. Secondary education courses for Pre-Phase I and Phase I include survey of exceptionality, educational psychology, and principles of secondary education. In addition, SD550 Survey of Exceptionality is required for both elementary and secondary candidates. Secondary courses also include the methods course for each teaching field. All program completers must pass the Praxis II content test that includes some content pedagogy test items. One entire section of the student teacher evaluation rubric (Section IV) evaluates content knowledge and skills, and candidates score very high on this section.

Advanced license candidates complete a methods course and all advanced candidates complete a “field experience” of some type that includes demonstration of pedagogical knowledge and skills in their content area. All advanced candidates in licensure programs who work in school settings will also have a teaching license.
Professional and Pedagogical Knowledge and Skill for Teacher Candidates

At Target. The data from the Teacher Work Sample indicate that both elementary and secondary candidates are proficient in contextual information, integration skills, classroom learning environment, assessment, and reflection and self-evaluation. The data from the PDS Intern/Student Teacher Evaluation indicate that candidates demonstrate competence in lesson planning, teaching the lesson, communicating, and managing the classroom environment. All initial program completers must pass the Praxis II Principles of Learning and Teaching exam.

Through their clinical experiences, advanced candidates demonstrate their content pedagogical expertise, critique research and theories, and selected and develop instructional strategies and technologies. Specific program assessments and rubrics for these clinical experiences verify that advanced candidates develop expertise in certain aspects of professional and pedagogical knowledge.

Student Learning for Teacher Candidates

At Target. For initial candidates, the Teacher Work Sample Factors 6 and 7 (see pages 24-29 and 30-31, respectively, on the Teacher Work Sample Prompt and Evaluation Rubric) are Assessment (Factor 6) and Reflection and Self-Evaluation (Factor 7). The data indicate that candidates are proficiently assessing their students, analyzing the data, and reflecting on the data to improve classroom practice.

The data from the PDS Intern/Student Teacher Evaluation indicate proficiency in the Reflecting and Inquiry subscore, which evaluates the candidates’ ability to use reflective practice in planning, monitoring, assessing, and instructing; reflect on lessons taught including written reflections on lesson plans; actively work to advance knowledge and use of instructional materials, including technology, for teaching and learning; be open to new ideas and continually refine practice through self-examination; and see and accept feedback from a variety of sources, including other professionals and students, for insight and direction.

Advanced programs for teachers require candidates to demonstrate an understanding of assessment. Through their clinical experiences, these candidates demonstrate their pedagogical expertise, critique research and theories, and selected and develop instructional strategies and technologies. Specific program assessments and rubrics for these clinical experiences verify that these candidates consider how their roles impact student learning.

Knowledge and Skills for Other School Professionals

At Target. The Other School Professional programs in the unit include Building Leadership, District Leadership, Reading Specialist, School Counselor, School Library Media Specialist, and School Psychologist. In its review, the Kansas State Department of Education has indicated that, based on candidate knowledge and skill data, all standards for all candidates in these programs are met without any areas for improvement. Candidates in these programs must pass the appropriate Praxis II content knowledge exam for their area. They must maintain a B average in all of their coursework.

Student Learning for Other School Professionals

At Target. Other school professional programs are required to meet state standards requiring candidates to demonstrate an understanding of assessment. Through their clinical experiences, other school professional candidates demonstrate their pedagogical expertise, critique research and theories, and selected and develop instructional strategies and technologies.
Specific program assessments and rubrics for these clinical experiences verify that advanced candidates consider how their roles impact student learning.

*Professional Dispositions for all Candidates*

*At Target.* The unit has disposition outcomes articulated in its Conceptual Framework. Included in those dispositions are expectations that candidates collaborate with colleagues, parents, and community members; that candidates exemplify professionalism and ethical standards; that candidates commit to challenging all students to learn and help every student succeed; and that candidates commit to self-reflection to recognize in all students human physical, cognitive, social, and emotional development. This is particularly evident in the field placements assessments and data.

The unit is assessing dispositions at the undergraduate and graduate levels. The programs are using the data to make decisions about candidate progress through the program. See narrative on dispositions above.
Standard 2: How does the unit use its assessment system to improve the performance of candidates and the unit and its programs? [Note to Reviewers: You will see the term HIVE in the Standard 2 narrative. This is the name of the electronic exhibits room, which is available at www.emporia.edu/teach/ncate.]

The unit assessment system provides monitoring of candidates at strategic locations along the path leading to initial license, endorsement, or advanced degree. Both undergraduate and graduate candidates transition through four decision points as they move from program entry to program completion.

Initial

Program entry, which the unit calls Decision Point 1, occurs either with admission into Elementary Block 1 (apply as first semester Junior and start Block 1 as second semester Junior) or Secondary Phase I (apply as second semester Junior and start Phase I as first semester Senior). The unit’s challenge is to ensure that the evidence presented by the applicant is sufficient to enable the faculty to ascertain the requisite skill, knowledge, and dispositions from which to construct the Professional. Evidence of competence includes scores on standardized tests, selected course grades, 100 hours of working with children, 30 hours of tutoring, and disposition assessment. Assessing dispositions is complicated because applicants who transfer to rather than start at Emporia State University compress the time frame for faculty to observe and work with them to have the familiarity and awareness undergirding an informed assessment of dispositions.

Once accepted into the teacher education program (which is Decision Point 1), the Elementary candidates complete Block 1 and then apply to Blocks 2 and 3 Internship/Student Teaching. The Secondary candidates complete Phase I and then apply to Phase II Student Teaching. Block 1 or Phase I provide multiple opportunities for candidates to demonstrate a beginning level of a number of conceptual framework outcomes through evidence such as a cumulative GPA of 2.50 or higher, “C” or better on Block 1 or Phase 1 courses, technology competence through IT125 or equivalent, the Phase I 50-hour internship, five letters of recommendation, a disposition assessment, and a diversity assessment. Admission into Blocks 2 and 3 and Phase II is Decision Point 2.

The Admissions Data Tables for Elementary Professional Development School Blocks 1, 2, and 3 and Secondary Phase I and Phase II indicate that overall, candidates are exceeding the admission criteria at the respective decision point.

During Block 3 and Phase II, candidates are evaluated in their student teaching approximately five times throughout the semester by mentor/cooperating teachers, PDS coordinators, and Education/Academic Supervisors. In addition, candidates complete the Teacher Work Sample, an assessment that measures degree of impact candidates have on their students’ learning. Embedded in these assessments are knowledge, skill, and disposition measures. In addition, candidates complete the Multicultural Lesson Plan and Diversity Preparedness Survey.

At the conclusion of student teaching, Block 3/Phase II candidates demonstrate the following conceptual framework outcomes: knowledge of content; appropriate written and oral communication skills; ability to integrate general, content, and professional studies; ability to use a variety of teaching strategies that will meet the needs of all learners; ability to prepare and teach lessons that will accommodate diverse learners; ability to assess classroom performance based on student learning; ability to use appropriate technology; ability to manage a classroom;
ability to analyze teaching/learning strategies used by the teacher; ability to manage the classroom; ability to do self-evaluation and reflect on that evaluation; ability to work with parents; ability to create assessments and evaluate student work to improve instruction; ability to promote student learning in their classroom; commitment to teaching, and professional and ethical behavior.

Although many of these are the same as Block 1/Phase I, the level of candidates’ performance is expected to be at the level of a beginning teacher by the end of their student teaching. Student teachers are formally assessed by cooperating/mentor teachers, by University supervisors from The Teachers College, and by University faculty from the content disciplines.

Decision Point 4 is program completion and requires the following evidence: a baccalaureate degree with a 2.50 or higher cumulative grade point average and 2.75 in professional education courses, passing scores on the applicable Praxis II Content and Principles of Learning and Teaching tests, completion of a 16-week student teaching through Emporia State University with a grade of “C” or higher, a grade of “C” or higher in the ED461 Professional Relations of Teachers course, a passing score (70%) on the Teacher Work Sample, approval from the Licensing Officer after review of all data.

Decision Point 5 is alumni performance. Follow-up data from alumni and their employers are collected, compiled, and reviewed by the Council on Teacher Education.

Advanced Programs

Decision Point 1 is admission to candidacy. However, before being admitted to candidacy, candidates are required to be admitted to advanced study by the university and be admitted to a program of study by the department. Requirements for these steps may include having a baccalaureate degree with an undergraduate GPA of at least 3.0 in last 60 hours of undergraduate course work or at least 2.5 overall GPA; a completed Graduate School application; recommendation letters; writing proficiency; and appropriate dispositions. Key assessment data for Advanced Programs is presented.

Decision Point 1, admission to candidacy, requirements include complete the first 6 to 12 hours of coursework, earn a grade of at least a “B” in each course or a GPA of at least 3.0 in courses taken, meet departmental content and assessments requirements, demonstrate of appropriate dispositions, and submit a degree candidacy form.

Decision Point 2 is admission to field experience. Candidates successfully complete required preliminary coursework, earn a grade of at least a “B” in each course or a GPA of at least 3.0 in courses taken, complete the coursework that includes the technology component as specified in the technology matrix, gain approval of the department or committee of the placement experience and/or project idea, and earn a satisfactory score on the dispositions assessment.

Decision Point 3 is successful completion of field experience. During the field experience, the candidates work with diverse students; use technology in the teaching/learning process; model professional and ethical behavior; demonstrate knowledge, performances and dispositions related to the Conceptual Framework; use student work to evaluate a lesson and success of instruction, if applicable; and evaluate their impact on student performance as applicable to the program.

Based on the candidate’s performance and, if applicable, input from the University supervisor and off-campus supervisor, the University supervisor assigns a grade for the field experience activity. The candidate is required to have a minimum grade of “B” in the field experience before being allowed to proceed to the program completion decision point.
Decision Point 4 is program completion. All advanced candidates demonstrate a practical knowledge, grounded in theory, of key concepts and skills included in the curriculum pertinent to their field of study. Program completion assessments vary from program to program, but all require completion of content coursework with a GPA of at least 3.0; a passing score on Praxis II Content test, when required by KSDE; completion of all pedagogical coursework with a GPA of at least 3.0 (teaching programs only); completion of requirements specified by department; completion of the field experience activity; a satisfactory score on the dispositions assessment; and completion of all degree/program requirements.

Other Aspects of the Unit Assessment System

Consistency across Professional Development School sites. The Elementary Education program has four Professional Development School sites: Butler Community College, Emporia, Kansas City Kansas Community College, and Olathe. The unit compared the 2009-2010 program completers at these four sites on all key assessments including the Praxis II Principles of Learning and Teaching test, Praxis II Elementary Education test, Teacher Work Sample Factors 1 through 4, Teacher Work Sample Factors 5 through 7, and final Student Teaching Evaluation. The data indicate that candidate performance is equivalent across all four sites for all six key assessments.

Consistency between Initial License and Alternate Route candidates. During the Professional Development School Block 3, Secondary Phase II Student Teaching and the Alternate Route internship, candidates must complete the Teacher Work Sample. The Alternate Route curriculum is set up to approximate the curriculum of Phase I and then instead of student teaching, the Alternate Route interns are the teachers of record in their own classrooms. Nevertheless, the unit would predict that the performance of the two groups should not differ; that candidates are equivalently adept at planning and delivering instruction so that their students can learn, assessing their students’ learning, and analyzing and reflecting on the data. To test the prediction, the Teacher Work Sample total score for Spring 2010 program completers from Elementary Education and Secondary Education were compared with the scores from the Alternate Route program completers using the t test. There was no difference between these two groups on this key assessment.

Student complaints. There are several different policies that address student complaints. One is the university’s Academic Appeal Policy, which describes a tier of stages that begins with the student approaching the faculty member to resolve the concern. If there is no resolution, then the student appeals the faculty member’s decision to the department chair. The department chair investigates the situation and tries to mediate the situation. The student may request the chair to convene the Departmental Appeals Committee, which is composed of departmental faculty. The student, the faculty member involved in the conflict, and the department chair provide the committee with written statements. The committee may conduct interviews. Ultimately it renders its decision. The student may appeal the Departmental Appeals Committee’s decision to the Dean. The Dean convenes a School/College Academic Appeals Committee, which reviews all statements and other materials and may collect additional information. This committee will render a written decision in the form of a recommendation to the Dean, who will make the final decision.

A candidate removed from student teaching may appeal this decision. The steps begin with the candidate submitting in writing to the Associate Dean of The Teachers College the request for appeal. The Associate Dean oversees the appointment of members to a Candidate
Retention Appeals Committee and schedules a hearing within 10 working days of the receipt of
the appeal. The committee consists of two representatives from the school district in which the
candidate was placed, one faculty representative from the academic department, one junior or
senior teacher education candidate in the area, and one Associate Dean appointee from
elementary or secondary education. The Associate Dean or designee serves as the non-voting
chair of the committee. The candidate shall present his/her own case to the committee. The
committee can decide to uphold the withdrawal, reinstate the candidate to the assignment, or
permit the candidate to complete a different assignment. The candidate can appeal the
committee’s decision to the Dean.

A candidate removed from the Alternate Route/Restricted License Internship may appeal
this decision. The steps of the appeal process parallel the steps of the process when a candidate
is removed from student teaching.

A candidate can appeal the grade on the Teacher Work Sample. The candidate must
submit in writing to the Associate Dean the specific area(s) of concern the reason(s) why the
Teacher Work Sample was scored incorrectly. The Associate Dean or another experienced
scorer will rescore the Teacher Work Sample and provide a written report to the student about
the outcome of the appeal.

Note that Alternate Route students are employees of the school district. If they are
removed from their job or their contract is not renewed because of performance concerns, the
state department of education will not renew the Restricted License, which means that the
candidate is out of the program.

Contracts. Professional Development School Blocks 2 and 3 interns and Phase II student
teachers with documented knowledge, skill, and/or dispositional concerns or because of
decreased performance during student teaching may have the option of entering a contract in lieu
of delaying student teaching, receiving a lower grade, or withdrawing. The student teaching
team decides to pursue a contract based on a determination that the candidate’s behaviors can
change, that the candidate will not or is not compromising the classroom learning environment,
and that students taught by the candidate are not and will not be at risk. Both the elementary and
the secondary contracts are specific in identifying concerns, defining acceptable changes, and
indicating the evidence that will reflect those changes being made.

Moving to Target
The unit has developed the new conceptual framework titled “The Professional” and has revised
its Unit Assessment System.

Assessment System

Initial candidates. For initial candidates, the system has five decision points. The first
decision point is admission to the university, which requires high school transcripts, college
transfer transcripts (if applicable), college testing program scores (ACT or SAT, if applicable),
and recommendations that are required and reviewed by university personnel. Candidates in
Teacher Education for entry in the professional education component of their programs
(Decision Point 1) achieve a grade point average of at least 2.75 in general education core; earn a
grade of "C" or higher in the following courses EG 101, EG 102, SP 101, MA 110, and MA 225
(for Secondary) or MA 307 (for Elementary); meet Praxis I or CAAP requirements (PPST:
Writing 172, Reading 173, Mathematics 172; or CAAP: Writing is sliding scale, Reading 57,
Mathematics 55) or Meet the Praxis I conditional acceptance requirement; earn a grade of "C" or
higher in general education course SP 101 for oral presentation skills; earn a grade of "C" or higher in general education courses EG 101 and EG 102 for written communication skills; successfully complete 60 semester hours of college work; achieve a cumulative grade point average of at least 2.50; meet content area course GPA or grade requirement; meet requirements as specified by the candidate’s department; earn a grade of “C” or higher in the beginning education course; validate 100 hours working with children; successfully complete tutoring equivalent assignment (part of ED/EL 220); receive an acceptable rating on the dispositions assessment (Block 2 for elementary), and supply a disclosure statement.

For Decision Point 2, admission into Block 2/Phase II, candidates maintain a cumulative GPA of 2.50 or higher; attain grades of “C” or better in all education courses; receive approval of the major department; demonstrate technology competency (IT 325 or equivalent); satisfactorily complete Phase I field experience (secondary only); secure five faculty evaluations; satisfactorily complete a teacher work sample assignment; receive approval of admissions committee; demonstrate successful completion of the diversity assessment; receive an acceptable rating on the dispositions assessment; and receive acceptable rating on departmental dispositions assessment, if applicable.

Decision point 2b for elementary candidates to be admitted into Block 3, candidates must satisfactorily complete Block 2 field experience; satisfactorily complete a teacher work sample assignment; receive acceptable rating on departmental dispositions assessment, if applicable.

Completion of student teaching (Decision Point 3) requires that candidates demonstrate acceptable knowledge, skills and dispositions with six major assessments: cooperating/mentor teacher evaluations, university supervisor evaluations, midterm student teacher evaluation, multicultural lesson plan Assessment, Diversity Preparedness Survey, and final student teacher evaluation.

Program completion is Decision Point 4. At this time all performance and outcome data have been collected and recommendation for teacher licensure (program completion) is granted if the following requirements are completed successfully: earned a baccalaureate degree; achieved a 2.50 or higher cumulative grade point average; achieved a grade of “C” or better in professional education courses, including student teaching/internship; received passing scores on the applicable Praxis II content exam and the Praxis II Principles of Learning and Teaching exam; successfully completed 16-weeks of student teaching through Emporia State University with a grade of “C” or higher; received a grade of “C” or higher in the ED/EE 431 Professional Relations of Teachers course; received passing ratings on the Teacher Work Sample assessment; and received approval from the Teachers College or Licensure Officer after review of all disposition data.

For Decision Point 5, follow-up of graduates, candidate and program follow-up data are collected and reviewed by the Council on Teacher Education. Follow-up studies are conducted every three years.

Advanced candidates. The unit assessment system for advanced candidates has five decision points. Decision Point 1 is admission to advanced study, which requires submission of graduate application; completion of a bachelor’s degree from an accredited college or university; submission of official transcripts from all colleges/universities attended; adequate preparation in the proposed area of specialization (to be determined by the department of specialization); grade point average of not less than 2.5 in the last 60 hours of undergraduate study or an overall grade point average of no less than 3.0 (2.75 for Special Education) for a completed master’s degree; and satisfactory completion of the entrance examinations if required by a department.
In addition to university and program of study requirements, admission to a candidacy (Decision Point 1) requires completion of the first 6 to 12 hours of coursework for the degree, meet department requirement such as content GPA, GRE, coursework, minimum content hours, and personal interview; earn a grade of at least a “B” in each course or a GPA of at least 3.0 in courses taken; meet departmental assessments as measured by rubrics, letters, and writing proficiency, demonstrate appropriate dispositions; and submission of degree candidacy form.

Decision Point 2 is admission to field experience. Candidates successfully complete required preliminary coursework, earn a grade of at least a “B” in each course or a GPA of at least 3.0 in courses taken; complete the coursework that includes the technology component as specified in the technology matrix, gain approval of the department or committee of the placement experience and/or project idea, and earn a satisfactory score on the dispositions assessment.

Admission to field experience activity is Decision Point 2 and to be permitted to do advanced field experience, candidates must successfully complete required preliminary coursework; earn a grade of at least a “B” in each course or a GPA of at least 3.0 in courses taken; complete the coursework that includes the technology component to be demonstrated in Decision Point 3; gain approval of the department or committee of the placement experience and/or project idea; and earn a satisfactory score on the dispositions assessment.

Completion of field experience is Decision Point 3. Candidates must successfully complete their field experiences before being assessed for program completion. Based on the candidate’s performance and input from the university supervisor and off-campus supervisor, if applicable, the university supervisor assigns a grade for the field experience activity. The candidate is required to have a minimum grade of “B” in the field experience before being allowed to proceed to the program completion decision point. During this time advanced field candidates work with diverse students; use technology in the teaching/learning process; model professional and ethical behavior; demonstrate knowledge, performances and dispositions related to the Conceptual Framework; use student work to evaluate a lesson and success of instruction, if applicable; evaluate their impact on student performance as applicable to the program; and demonstrate subject matter competency (“B” average is required).

Decision Point 4 is program completion and requires completion of all content coursework with a GPA of at least 3.0; passing score on Praxis II, when implemented by KSDE and if applicable; completion of all pedagogical coursework with a GPA of at least 3.0 (teaching programs only); completion of requirements specified by department; successful completion of the field experience activity; satisfactory score on the dispositions assessment; completion of all degree/program requirements; and approval of the department chair.

Follow-up of graduates is Decision Point 5. Candidate and program follow-up data are collected and reviewed by the Committee on Advanced Programs.

Unit Operations. Direct assessment of candidates, data from program and student teaching applicants, recent graduates, faculty, and other members of the professional community are used to evaluate unit operation. The evaluations and surveys used to gather information are revised, when necessary, to reflect the unit’s mission and philosophy, and to be sure they reflect the extent to which the unit is meeting the learning expectations stated in the conceptual framework. Also, effectiveness of advisement, record keeping, the admissions system, student teaching placement, and governance structures are assessed and modified as needed to improve unit operation. Some examples of assessment of unit operation include follow-up data from candidates, follow-up data from departments; performance of candidates in field experiences;
candidate evaluation of instruction, courses, and field experience supervision; evaluation of faculty and administration; external university and program reviews (Board of Regents, Higher Learning Commission, NCATE, KSDE, professional organizations, etc.), and internal program reviews by departments, schools, colleges, and university.

Evidence of Fairness, Accuracy, Consistency, and Non-Bias. The unit works arduously to ensure that bias is eliminated in assessments and that assessment procedures and unit operations are fair, accurate, and consistent. The unit’s policies, procedures, and opportunities include a variety of appeals procedures to ensure due process at both the unit and university levels, bias training for Teacher Work Sample scorers, required multicultural course, accommodations policy, probationary admission for advanced candidates, candidates’ evaluation of faculty, and several more.

Data Collection, Analysis, and Evaluation

Initial programs. Data from initial candidate assessments are a major source of data for program assessment and include follow-up survey of graduates; evaluation of candidate field experiences by faculty, PK-12 supervisors, and administrators; evaluation of faculty and courses by candidates, including student teacher supervisors; candidate evaluation of cooperating/mentor teachers and university supervisors; review of candidate admission data (traditional, non-traditional candidates, and transfer candidates); performance of candidates on state-required tests (PLT and content area test); final assessment of candidate performance on knowledge, skills, and dispositions of the conceptual framework; and KSDE Standards through annual program reports.

Other university sources of data include yearly review of annual Teachers College goals; university-wide assessment of programs; annual review of academic unit goals; evaluation of faculty by unit heads and faculty recognition committees; university/Teachers College annual reports; advisor feedback; and Program Assessment of Student Learning. Data are also collected from advisory groups including Emporia Teachers Council, Teachers College/USD 253 Administrators Council, and Dean’s Advisory Council. External sources of data include national accrediting organizations, Kansas State Department of Education, Kansas Board of Regents, and the National Council for Accreditation of Teacher Education.

Once formal and informal data are collected, various groups review, tabulate, and summarize the data. The assembly of data occurs under the supervision of the associate dean's office of The Teachers College. The data undergoes collective evaluation, interpretation, and summarizing by the applicable councils/committees with the Council on Teacher Education having the primary oversight for the tabulation and analysis of data. The Council includes representatives of initial teacher education programs from across campus, PK-12 teachers and candidates. Others that assist with data tabulation and analysis include The Teachers College Faculty, General Education Council, Academic Leadership Council, Chairs Council of Liberal Arts and Sciences, School of Business, Assessment and Teaching Enhancement Center, Office of Professional Education Services, Institutional Research, and Student Advising Center.

Once summary data are available, faculty identify strengths and weaknesses that need to be addressed. The department proposes changes that need to be made within a course, field experience, or other “in-house” requirements. Such things as adding new courses, deleting existing courses, program admission or exit requirements, and adding new programs require review of appropriate advisory committees. During the review process, NCATE accreditation standards and requirements, KSDE and national content area standards, Higher Learning Commission (formerly North Central Association) requirements, and specialty organization
accreditation requirements are considered. Alignment with standards and requirements are validated in this process.

All initial level program changes are submitted to the Council on Teacher Education. If approved, then the change continues through the official procedures of the university governance system.

**Advanced programs.** The data for the advanced programs are grouped into three categories: advanced candidate data, performance data, and other provided data. Advanced candidate data include evaluation of the faculty teaching on campus and online classes using standardized teaching evaluations (e.g., TEVAL instrument). Departments survey current candidates and alumni about the quality of the program and request ideas for changes to improve the program. Focus groups or surveys (see #6 and #7 in HIVE Standard 1) of advanced program alumni and their employers occur every three years. These groups provide data to departments for their program review and evaluation.

Performance data include classroom assessment of candidates’ academic performance, which enables faculty to continually assess and develop program standards. Practica, internships, action research, and other PK-12 activities enable candidates to demonstrate achievement of program outcomes. Feedback about the advanced programs is continually provided and received from candidates, university supervisors, and field-based supervisors. Comprehensive examinations, state exams, and final projects and/or thesis are required of advanced candidates. The exams or research-based projects assess the candidates’ knowledge of content across the scope of the advanced curriculum. Placement of graduates in their appropriate teaching areas is, perhaps, the most significant indicator of successful performance of an advanced teaching or other school personnel program.

For other data, two university committees primarily govern the quality of advanced programs at Emporia State University. These committees include the Committee on Advanced Programs and the university Graduate Council. Members of these committees meet each month to discuss advanced program concerns, vote on changes in advanced programs and provide quality control to all advanced programs in The Teachers College and across the university. Several advisory committees also oversee the quality of teacher education at the advanced level. These committees include the Deans Advisory Council, the Emporia Teachers Council, and the ESU/USD 253 Administrators Council.

Annual reports and reviews from each department, The Teachers College, and the university provide information about the number of candidates in various programs, the number of graduates from these programs and the success of each of these units related to specific yearly goals.

**Use of information technology.** A web-based accountability management system (AMS) undergirds the unit assessment system. Candidate information is downloaded from the university Banner system including Praxis scores for licensure programs, GPA, disposition data, advisor, major, race, and degree being sought for all programs. For initial candidates, the system tracks candidate progress at each decision point and correlates with the Unit Conceptual Framework and state standards and also includes TWS scores and student teacher evaluations that are submitted electronically. The development of the advanced candidate component is being worked on. Until it is fully operational for advanced programs, departments are using electronic means to collect and analyze their own data and submitting annual assessment reports to the unit.

*Use of Data for Program Improvement*
Initial programs. Direct assessment of candidates, data from program and student teaching applicants, recent graduates, faculty and other members of the professional community are used to evaluate unit operation. The evaluations and surveys used to gather information are revised, when necessary, to reflect the unit’s mission and philosophy, and to be sure they reflect the extent to which the unit is meeting the learning expectations stated in the conceptual framework. Also effectiveness of advisement, record keeping, the admissions system, student teaching placement, and governance structures are assessed and modified as needed to improve unit operation.

The following are reviewed to determine the satisfaction with the operation of the unit: follow-up data from candidates; follow-up data from departments; performance of candidates in field experiences; candidate evaluation of instruction, courses, and field experiences including supervision; program and student teacher admission data; formal candidate complaints; due process policies; The Teachers College Policies and Procedures handbook; evaluation of faculty and administration; budget allocations; tenure and promotion policies; external university and program reviews (Board of Regents, Higher Learning Commission, NCATE, professional organizations, etc.); internal program reviews by departments, schools, colleges, and university; University Policy Manual; ESU Catalog; and the Student Teacher Manual (including the PRT Guidebook and the TWS Prompt and Rubric).

Advanced programs. Direct assessment of candidates, data from program and student teaching applicants, recent graduates, faculty and other members of the professional community are used to evaluate unit operation. The evaluations and surveys used to gather information are revised, when necessary, to reflect the unit’s mission and philosophy, and to be sure they reflect the extent to which the unit is meeting the learning expectations stated in the conceptual framework. Also, effectiveness of advisement, record keeping, the admissions system, student teaching placement, and governance structures are assessed and modified as needed to improve unit operation.

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Alignment with university’s program assessment. Not only does the unit assessment system align with NCATE Standard 2, but program assessment done by the university also aligns very closely with the Standard 2.

Tasks for Moving Standard 2 to Target

Phase I disposition data gathering. The data show that 8 to 10% of the secondary candidates are on contract for Phase II student teaching. The contracts almost exclusively address dispositional concerns. During Phase I, candidates take courses in their department, they complete the Phase I course, and they complete the 50 hour internship. The unit will increase the number of disposition assessments obtained for the secondary candidates so that the Secondary
Admissions Committee into Student Teaching will have more disposition data as the basis for making admissions decisions.

Disposition assessment Alternate Route/Restricted License. The Alternate Route/Restricted License program has successfully worked with candidates so that they earn the initial license from the Kansas State Department of Education while the candidates have been teaching on the Restricted License. Nevertheless, five candidates have not had their restricted licenses renewed. One of these was because of program cuts, but the other four were not renewed because of dispositional concerns. The Director of the Alternate Route program is working on refining the admission process to add prompts to the application requiring references to respond to a few prompts such as “do you think this applicant is mature and why or why not?” and “do you think this applicant possesses attributes (e.g., good communication skills, organization, interpersonal skills, self-discipline) to manage middle and/or high school students and why or why not?” The additional information provided by the prompts will assist the members of the Alternate Route Admissions Committee to make better judgments of who should be accepted into the program.

Disposition assessment advanced programs. Dispositions are collected and analyzed by the faculty. There is not at present assessment of dispositions for all advanced programs at program entry. As a result of preparing for NCATE review, advanced programs that have not been administering disposition assessments at program entry will begin doing so.
Standard 3: How does the unit work with the school partners to deliver field experiences and clinical practice to enable candidates to develop the knowledge, skills, and professional dispositions to help all students learn? [Note to Reviewers: You will see the term HIVE in the Standard 3 narrative. This is the name of the electronic exhibit room, which is available at www.emporia.edu/teach/ncate. ]

What can the unit do to work effectively with its many school partners to have initial and advanced candidates spend as much time as possible in the field receiving transformative, structured, supervised clinical experience to become a Professional?

**ED/EL220 Introduction to Teaching.** This course is required for all elementary and secondary teacher education majors and includes a 30 hour tutoring placement in either an elementary or secondary classroom. The classroom teacher serves as the student’s cooperating teacher. The unit provides guidelines for cooperating teachers and a manual for students to ensure that students have an optimally effective clinical tutoring experience. Students are expected to be punctual, attend the school on the days and times assigned, dress professionally, demonstrate a positive attitude, and maintain confidentiality. The cooperating teacher is to provide students with opportunities such as tutoring a student, tutoring a small group, reading or listening to stories, hearing reports, assisting with in-class assignments and projects (helping to interpret materials and solve problems), assisting with study periods, and/or library activities (selecting books, etc.). The cooperating teacher evaluates the student (see p. 2 of the Guidelines). The student maintains a tutoring log and prepares reflective essays that focus on what the student has learned. Note that the Introduction to Teaching course is taught at community colleges in Kansas and accepted for transfer to Emporia State University. Students may do their tutoring elsewhere or not at all. Regardless, for application to either Professional Development School or Phase I, applicants must present documentation of 130 hours of supervised fieldwork.

**Elementary Professional Development School Blocks 1, 2, and 3.** The Emporia State University Professional Development School Model is a collaborative, 100% field-based, year-long, clinical school experience for seniors from The Teachers College, designed, implemented and evaluated by both school district and college personnel. The initial Professional Development Schools in conjunction with Emporia USD253 and Olathe USD233 first provided the unit’s novice elementary teachers the opportunity to study their profession in a school setting where university and school faculty collaborate and the administrative structure encourages professional development and empowerment of all participants. Although the main purpose of the PDS is to provide a unique setting for the education of students and the preparation of new teachers, the PDS environment has so much more to offer. It allows for the development of innovative teaching practices as university faculty and classroom teachers have collaborated and continue to collaborate on new methods and approaches to instruction. It provides university faculty with an opportunity to conduct research, and field test and disseminate educational innovations. Finally, it provides inservice opportunities and practice for the participating school district.

The requirements and expectations of interns are substantial as reflected in the admissions requirements for Blocks 1, 2, and 3. The school year begins with the orientation meeting the day before the district's scheduled pre-service day for new teachers. Interns attend all of the new teacher inservice days as well as all district inservice days for faculty. Interns follow the district calendar with respect to vacation days, winter break, and spring break. The school
year ends with the last day of classes at ESU. Interns are in their assigned buildings for the full day expected of all faculty, except for when they are attending required classes, seminars, and/or meetings. That day typically begins no later than 8:00 a.m. and ends at 4:00 p.m., except on days when after school seminars, faculty meetings, or building inservice are scheduled. The day then generally lasts until 5:00 or 5:15 p.m. In general, interns may negotiate with their mentors for a one-hour block of time each week to be used for study, planning, or other appropriate activities. This personal study time is spent at the PDS site unless some other arrangement for a particular purpose is discussed with the mentor and the PDS coordinator.

When applying for admission to the Professional Development School (Block 2), all candidates indicate their preferences for placement. Candidates are then interviewed by directors and coordinators of the Professional Development School site. Mentor teachers and/or administrators are invited to be part of the interviewing process. Assignment to a PDS site is made on a space-available basis when all required application materials have been received in the Elementary Advising Office and the candidate has met all of the requirements. Preference is given to candidates who meet all admission requirements for Block 2.

Once the candidate has been admitted into Block 3, the placement is approved by the PDS site coordinator and the department chair.

Interns sign a contract of guidelines at the beginning of the PDS experience. Interns are encouraged to enter into the activities of the school as much as their schedule permits. They are to attend faculty and building inservice meeting. They are encouraged, but not required, to attend a PTO meeting. If they are involved in a grade-level performance, they are expected to fulfill their duties at any scheduled evening performance. Interns are to attend the parent-teacher conference days. The expectation is that they will sit in on at least 75% of the conferences. If the mentor and intern are in agreement, the intern may use the remainder of the time for other work (but at the school).

Interns are to be professionally and appropriately dressed for all school functions. Interns are to be present on all school days. If an intern is sick, he/she must notify his/her mentor and the PDS Director by 7:00 a.m. if he/she will not be coming to school or will be coming in late. An intern who misses five (5) or more days of school during the first semester may be asked to make those days up at the end of the second semester. An intern who misses two (2) or more days of school during the second semester will be asked to make those days up at the end of the second semester. Interns may arrange for one personal leave day during the first semester with the approval of his/her mentor and the PDS Director/Coordinator.

The expectation for mentor teachers is substantial and includes selection and induction of interns, planning, training, teaching, assessment, and life-long learning. The PDS Director or Coordinator’s responsibilities in communication, organization, supervision, and conferencing are equally critical. The PDS Director or Coordinator clearly communicates program goals and objectives for the PDS to mentor teachers and building and district administrators; PDS goals, objectives, and policies to interns, and required observations, presentations, etc. to interns. The PDS Director/Coordinator effectively coordinates the ESU Teacher Education Program outcomes, university faculty presentation schedules for interns, and additional learning opportunities for interns. The PDS Director/Coordinator observes and supervises interns during the first semester and during the student teaching semester, providing student teaching assessment and documentation. The PDS Director/Coordinator conducts conferences with interns and mentors on a regular basis and works effectively one-on-one to answer questions about individual interns and/or PDS goals/objectives.
Secondary Education Phase I and Phase II. When secondary candidates are admitted into teacher education (Decision Point 1 in the unit’s assessment system), they are part of Phase I Pre-student teaching. Phase I includes a cluster of three courses—ED332 Educational Psychology, ED333 Principles of Secondary Education, and ED334 Classroom Management—and a 50 hour internship at a middle or high school. The internship is integrated with these three courses to provide a well-rounded pre-student teaching experience that goes beyond teaching a lesson in a school. The goal for the Phase I field experience is to have students come as close as possible to experiencing teaching without actually taking over the classroom. Phase I is a “stepping stone” to Phase II, not its equivalent. In contrast to Phase II where students are called student teachers and their supervisors are called “cooperating teachers,” students are called “interns” and their supervisors are “mentor teachers.” Mentor teachers are selected based on their 1) ability to model good pedagogy; 2) desire to work with Phase I interns according to the requirements of Phase I; and 3) desire to work with Emporia State University. Mentors are expected to model effective teaching for interns; explain reasons for teaching and management decision to interns; make the intern think critically about teaching; turn the intern into a classroom assistant to the point the intern does some teaching; increase their responsibility gradually so they work with individuals, small groups, and the whole class; respond to a brief, informal midterm email check on the intern’s performance; and submit a two-page formal evaluation of the intern at semester’s end.

Interns focus on student learning and teaching strategies as they carry out the following responsibilities and other tasks assigned by the mentor teacher: Assist absentees to catch up with material they missed, assist students with seat work/lab work, answer questions asked by students, circulate in the room during individual or small group work, assist the mentor teacher with distribution and collection of materials, grade tests/papers for the class to which you are assigned, give demonstrations or mini-lessons for the mentor teacher, help students review for tests and proctor exams, modify materials to serve students with special needs, prepare materials for class with mentor teacher, and take students to media center/library and supervise their research. Interns are expected to learn student names, attend the internship punctually according to the schedule, conduct themselves as professionals at all times, talk with mentor teacher about how else they can be of assistance, and ask questions when they aren’t sure what to do.

During the Phase I semester, secondary candidates apply for Phase II Student Teaching. After the Secondary Admissions or Secondary Appeals Committee admits the candidate (Decision Point 2 of the Unit Assessment System), the candidate is placed as a student teacher for a 16 week, 640 hour placement that may consist of two 8-week placements depending on the candidate’s teaching field (e.g., P-12 like music which requires both an elementary and secondary placement) or teaching fields (8 weeks with one teaching field and 8 weeks with the second).

The Office of Professional Education Services has worked to develop partnerships with P-12 schools throughout the state. The basis of these partnerships includes the expectations for Phase II host schools, principals, and cooperating teachers (see pp. 3-6 of Placement Procedures for P-12, Middle, and Secondary Student Teachers) plus the support that the Office of Professional Education Services provides through a) Education Supervisors who have training to oversee the work of student teachers, b) Academic Supervisors who are frequently the faculty member who has taught the student in the methods course so assist the cooperating teacher and c) its training of cooperating teachers both face-to-face and online.

The Student Teacher Manual is the definitive publication for articulating candidate, cooperating teacher, and university supervisor expectations. These appear in the more condensed Description of Phase II Student Teaching and Clinical Practice Requirements.
Alternate Route Program. Candidates in the Alternate Route Program are the teachers of record in their classrooms, thus there is no placement. To qualify to teach, candidates are granted a one-year Restricted License from the Kansas State Department of Education. The criteria for renewing the Restricted License are rigorous. If a candidate is not renewed for any reason other than reduction in force, then the candidate is out of the program.

The candidates are called interns, and while they are teaching, they are enrolled in alternate route internship courses both semesters of the academic year. Through the internship, the candidate receives intense supervision from the school district via a mentor teacher that the school district provides and from Emporia State University via a supervisor that the university provides. The responsibilities of these two individuals are comparable to the cooperating teacher and supervisor for Phase II student teaching; however, the scrutiny is more intense because the candidate is the teacher of record. Specific responsibilities are delineated in the Alternate Route Internship Handbook, pp. 10-12 for mentor teaching responsibilities and pp. 13-16 for university supervisors.

Advanced programs. Field experiences for advanced programs include internships, practica, action research, and other activities such as a master’s project. It is common for an advanced program to have two clinical experiences. For some advanced programs (e.g., Adaptive Special Education and Gifted), the Kansas State Department of Education offers provisional endorsement in the teaching field with the completion of nine credit hours of course work which includes a three-hour practicum. This first practicum at the beginning of preparation is followed by the second practicum at the end of the preparation. Advanced program’s field experiences are quite varied to meet the needs of the program.

For example, in Advanced Business, the practicum is a project that requires candidates to work directly with personnel in a business department in a school. Candidates gather information related to the curricular offerings at that school, analyze that curriculum in relation to national and state standards, analyze skills needed in the local workforce, determine deficiencies in the local curriculum, create an ideal curriculum for that school setting, and prepare a report to be presented to the business department chair at that school that recommends changes in the curriculum.

Assessment. Elementary candidates in their Professional Development School placements, secondary candidates in their Phase II placements, and Alternate Route candidates in their jobs are evaluated using the PDS Intern/Student Teacher Evaluation Rubric, which has 50 indicators, each indicator scored on a 0 (needs improvement), 1 (meets expectations), or 2 (exceeds expectations). In addition, the elementary and secondary candidates complete the competencies in the Professional Relations of Teachers Guidebook.

The assessments for clinical experience and corresponding rubrics for advanced programs are available here. As is evident from the table, it is common for advanced programs to have more than one assessment of a clinical experience because there is more than one field experience. Having more than one clinical experience for advanced programs reflects the unit’s emphasis on candidates working in the field whether they are seeking the initial license or a graduate endorsement or degree.

Continuous Improvement
A. Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality

Revision of the PDS Intern/Student Teacher Evaluation Rubric. The PDS Intern/Student Teacher Evaluation Rubric consists of 50 indicators, each scored on a 0 (needs improvement), 1 (meets
expectations), and 2 (exceeds expectations). The form is completed several times during Block 3/Phase II by mentor and cooperating teachers and education and academic supervisors.

Last year in Council of Teacher Education, concern was expressed about the ratings not having a more objective foundation on which to determine what meeting and exceeding expectations mean. At the time (and on the form included in HIVE) the rating levels were defined as follows: Exceeds Expectations - Demonstrates exemplary implementation of the indicator. Meets Expectations - Clearly understands and implements the indicator. Needs Improvement - Demonstrates lack of knowledge and ineffective implementations of indicators. Not Applicable - This category is marked when the indicator is not observed in the lesson.

Across the many supervisors that candidates have, one might evaluate a candidate based on expectations about what the candidate is currently able to do whereas another supervisor might evaluate the candidate based on expectations about what the candidate should be able to do at some point in the future such as the end of Block 3/Phase II or the end of the first year of teaching.

After considerable discussion, the Council on Teacher Education voted to modify the form and provide operational definitions on the form as follows: Target - Demonstrates implementation of the indicators at the level of a successful beginning teacher. Acceptable - Demonstrates a lack of knowledge and/or ineffective implementation of indicators. Not Applicable - Is marked only when the indicator is not observed in the lesson. It is not to be used to communicate that a student teacher is not yet teaching or is teaching using the teachers’ lesson plan or a scripted plan.

The feedback from supervisors is that the new criteria provide a more objective benchmark for evaluating candidates during field experience and the resulting data will be more valuable for candidates and program assessment.

The PDS Intern/Student Teacher Evaluation Rubric has been changed in another substantial way. Part IID has been added to provide an assessment of content knowledge. Each of the 10 indicators addresses facets of evaluating how well the candidate knows the content in a teaching context. By including this section and generating the subscore, the unit has another perspective on candidate content knowledge.

International students. The unit welcomes international students expressing an interest in becoming a teacher while communicating to the students that field experiences strategically located in the curriculum will require a command of English and knowledge of American culture in order to be successful. The unit’s goal is to provide support for international students and those efforts are ongoing.

Mentor teachers have expressed to the Office of Professional Education Services that ED/EL220 Introduction to Teaching tutors whose English skills are not strong are eliciting concerns from students, who cannot understand them, and parents, who express their children’s frustration and regret about a missed opportunity for academic assistance. In response to this concern, the unit two years ago created and implemented the Language Requirement Policy for ED/EL 220 Field Experience. The policy describes the steps for screening the English proficiency of international students prior to their being placed for the 30 hours of tutoring required by ED/EL220 Introduction to Teaching. The screening involves three steps. Step 1 is the course instructor will do an initial assessment of language proficiency by engaging the students in an activity such as introducing themselves. If there is a concern, the instructor will meet with the student outside of class and have a conversation to evaluate language proficiency. If there is still a concern, then the instructor forwards to the Associate Dean of The Teachers College the student’s name.
The Associate Dean appoints three regular faculty members and designates one of them as chair to form the ED/EL220 Interview Committee. After the interview, the committee determines whether the student possesses the skills to be successful in a tutoring capacity. If the decision is positive, the chair will also notify OPES, which will then place the student. If the decision is negative, the chair will provide to the Associate Dean in writing the rationale for the committee’s decision. The student can appeal the negative decision to the Dean of The Teachers College.

With the Language Requirement Policy in place, the unit was interested in providing international students whose English skills are not strong enough to tutor with a field experience. The second change is creating a version of the ED/EL220 Introduction to Teaching course where the 30-hour tutoring portion is replaced by 30-hour observation. Students who either self-declare that they are not proficient enough with the English language to tutor or emerge from the interview with the ED/EL220 Interview Committee with a negative decision now have an option. They can drop the ED/EL220 Introduction to Teaching course and add ED343 Introduction to Teaching/Non-Tutoring. Students in the ED343 course have the exact same requirements, assignments, assessments, and grading scale as the students in the ED/EL220 course but have 30 hours of observation in a school instead of 30 hours of tutoring in a school.

Students are still required to complete all logs and write reflections but do so based on what they have observed rather than on their experiences tutoring. For international students who come to Emporia State for a limited time and then plan to return to their home countries to complete their teacher preparation, they still benefit from a field experience observing students in an American classroom. For international students who will continue with the teacher education program at Emporia State, they will need to complete the 30 hours of tutoring when they are proficient enough in English, but they will not have to retake the course.

Evaluation and training of mentor and cooperating teachers and education and academic supervisors. All of the hours of clinical experience for initial licensure are not valid without strong supervision. Strong supervision means three things—solid experience and credentialing as a teacher at the level of supervision, training as a supervisor, and assessment. Training for mentor and cooperating teachers has moved from handbook training to online with the use of Blackboard. Different online courses have been created for elementary mentor teachers and secondary cooperating teachers. Elementary and secondary candidates regularly evaluate mentor and cooperating teachers and education and academic supervisors so the unit knows that candidates are receiving quality supervision.

B. Discuss plans for sustaining and enhancing acceptable level performance through continuous improvement as articulated in the Standard

Career and Technical Education Teaching/Training Pathway. The unit has entered into agreements with high schools around the state (for example, Shawnee Mission School District) to accept the hours that high school students participating in the Teaching/Training Pathway as part of the Education and Training Career Cluster accrue while completing the internship courses. The unit will count up to 130 hours of teaching internship at the high school level for the 100 hours of field experience required for admission to teacher education and the 30 tutoring hours for ED220 Introduction to Teaching or EL220 Introduction to Teaching.

Adding a new off-campus site for Elementary Education. The Kansas Board of Regents has approved the Elementary Education program starting an off-campus program at Johnson County Community College in the metro-Kansas City area in Fall, 2011. The JCCC/ESU Elementary Education Program embraces the synergetic benefits gained from participating in a quality elementary preparation program. Individuals residing in the Johnson County area who wish to complete the ESU Elementary Teacher Education program will qualify for KSDE licensure recommendation. The
JCCC/ESU Elementary Education Program candidate is able to complete two years of general education coursework at the JCCC campus. In addition, the candidate will be able to complete the required ESU education coursework taught by ESU faculty.

The candidate’s required professional field experiences and student teaching requirement can be completed at a school participating in the Professional Development School (PDS) agreement established by ESU. Candidates complete field experiences during Blocks 1, 2, and 3 of the Elementary Education program. The ESU Field Experience Coordinator will be responsible for overseeing all field experience. Candidates will be able to complete the field experience in a school within the JCCC area if appropriate placement options are available. The ESU Field experience coordinator will follow all ESU Elementary Education policies.
Standard 4: How does the unit prepare candidates to work effectively with all students? [Note to Reviewers: You will see the term HIVE in the Standard 4 narrative. This is the name of the electronic exhibits room, which is available at www.emporia.edu/teach/ncate.]

The Teachers College takes to heart that all students can learn, that individual and group differences matter, that contexts are lens to examine the impact of student behaviors and performance on their learning. The new Conceptual Framework has 48 total outcomes divided into 18 knowledge, 18 skill, and 12 disposition categories. Twenty-two of those outcomes pertain to diversity. Although the unit continues to work to ensure that all aspects of educator preparation are aligned with the 48 outcomes, the unit uses general education course work (initial candidates only), professional education course work, field experiences, and candidate-faculty interaction to complement the geographical area diversity that cohorts of elementary and secondary candidates possess.

The Curriculum/Course work. The preparation of initial candidates through general education and professional education course work and field experiences envelopes candidates in diversity. All candidates starting their General Education course work in Fall, 2009 or later must complete at least 6 hours of multicultural courses in general education. All candidates also must complete SD550 Survey of Exceptionality. This course provides an introduction to each of the following exceptionalities: gifted and talented, learning disability, mental retardation, behavioral disorders, visual impairment, hearing impairment, communication disorders, physical disabilities, and early childhood disabilities. Specific information for each exceptionality includes 1) etiology; 2) assessment/identification; 3) characteristics, and 4) basic remediation/intervention techniques.

Elementary candidates complete EL220 Introduction to Teaching, EE311 Planning and Assessment, EL310 Adapting Curriculum for Diverse Learners, EE314 Teaching Social Studies in Elementary School, and SD560 Collaboration and Strategies for Inclusive Settings. EL220 provides candidates with various aspects of diversity in schools. EE311 provides candidate with an introduction to planning appropriate instructional experiences to meet national, state and local education standards and to appropriate assessment of instruction, emphasizing planning instructional experiences that meet the needs of diverse learners. EL310 provides a) an overview of issues which affect curriculum planning and developmentally appropriate interactions with students, parents and support personnel, b) opportunities for students to examine their personal cultural background and the potential effects of their culture on teaching behaviors and decisions, and c) laws governing education of children with special needs and the role of the classroom teacher in implementing recommended practices.

EE314 introduces the prospective elementary school teacher to methodology for teaching social studies through (1) investigating current affairs, (2) using maps, globes, map-making activities, (3) reading globes and projections, travel and economic maps, pictures, diagrams, graphs, and charts, (4) construction activities, (5) textbook evaluation, (6) unit teaching, and (7) multicultural education. SD560 provides the elementary teacher with the attitudes, skills, and strategies to educate children with a diverse range of learning needs in the general education classroom. This would include the gifted and talented, children with learning and behavior disabilities, distractibility and/or hyperactivity, health problems, sensory impairments, children who are at risk, and the culturally diverse. The teacher is also provided with skills to increase the desire and ability to collaborate with other professionals, paraeducators, and parents in a team effort.
Secondary candidates complete ED220 Introduction to Teaching, ED332 Educational Psychology, and ED333 Principles of Secondary Education. ED220 provides candidates with various aspects of diversity in schools. ED332 provides candidates with requirements for accommodating instruction to meet diverse learning styles and needs, and use of varied instructional techniques including lecture, discovery learning, and cooperative learning. Principles of inclusive education and special education law will be an inherent part of this topic. Also, candidates work to understand the legal and/or ethical issues related to diversity, disability, and confidentiality which may arise during the course of classroom teaching, and principles to apply in resolving such issues.

Each of the advanced programs incorporates diversity in at least two components of the program. For example, Advanced Business candidates learn about referring students to special education personnel and assistive technology. Building Leadership presents leadership issues with special needs students and students with physical challenges, in minority settings, and with low socio-economic students. Gifted requires candidates to write a Special Populations Research Paper. Master Teacher, Elementary Subject Matter candidates prepare a Diversity Lesson Plan that reflects an awareness of the diverse cultural and exceptionality needs of children as applied to the Social Studies curriculum. Due to limited space, the curriculum components that address diversity for advanced candidates are given here program by program.

Ensuring diverse field experiences—elementary. The demographic data of the schools used by elementary, secondary, and advanced candidates indicate a breadth of diversity in schools across the state. To ensure that elementary education candidates have a clinical experience with students from diverse backgrounds, the faculty have established a set of guidelines. Candidates who have done Block 2 placement in areas outside of Emporia or Topeka where the student body demographic is less diverse must do Block 3 at an Emporia or Topeka school where the student bodies are diverse. Lyon County which includes Emporia is 1.9% Black and 19% Hispanic. Shawnee County where Topeka is located is 9% Black, 1.4% Asian, and 9% Hispanic. Olathe PDS schools are Title 1 schools. The PDS sites for the Kansas City Kansas Community College location are diverse (Wyandotte County is 26% Black, 23% Hispanic, and 2% Asian). Candidates attending the Butler Community College BEST (Butler/Emporia Students to Teachers) program do their science microteaches at a diverse school in Wichita (Sedgewick County is 9.6% Black, 4% Asian, and 11.1% Hispanic).

Ensuring diverse field experiences—secondary. Secondary candidates complete a Diversity Assessment prior to Phase II Student Teaching. The evidence candidates provide in this assessment is used by the Office of Professional Education Services (OPES) to assess/approve requested student teacher placement sites. OPES may assign candidates to a diverse setting based on the score to assure that candidates are adequately prepared to teach all children. Section A of the assessment requires candidates to enumerate experiences working in diverse settings, including the total hours, a description of the job or volunteer task, and the populations with whom the candidate worked/served. These data are then scored using a rubric that uses a 1 (minimal) to 3 (substantial) scale for three different variables.

The Duration variable is the quantity of time working in a diverse setting with minimal (1) corresponding to less than 100 hours, moderate (2) corresponding to between 100 and 200 hours, and substantial (3) corresponding to greater than 200 hours. The Intensity variable measures the quality of experience(s) with minimal (1) corresponding to serving only as observer, moderate (2) corresponding to active involvement without responsibility for planning or decision making, and substantial (3) corresponding to active involvement with planning or decision-making responsibility.
The Diversity variable measures the breadth of cultural/diverse exposure with minimal (1) corresponding to working with only one population, 2 (moderate) corresponding to working with two or three populations, and 3 (substantial) corresponding to working with all four populations.

The scores from the three variables are summed together and used by the OPES office as follows: 3 to 4 means that candidate needs a diverse placement, 5 to 6 means diverse placement is advisable, and 7 to 9 means that candidate has adequate diverse experience.

In further analysis of the data, the means for all three variables indicated performance at the moderate (2) to substantial (3) level. In addition, the quality of the diverse experiences (the degree to which the candidate was actively involved with planning or decision-making responsibility) secondary candidates had prior to student teaching exceeded the quantity of working with a number of diverse populations.

Ensuring diverse field experiences-advanced programs. Advanced programs utilize a variety of strategies to facilitate experiences with students from diverse groups. For example, Building Leadership candidates who work in in schools with fewer than 30% minority student population will make arrangements to visit a school with a minimum of 30% minority student population and meet with the principal of that school. Those with more than 30% minority student population will make arrangements to visit a school with less than a 30% minority population and meet with the principal of that school. Early Childhood Unified B-Grade 3 candidates complete a field experience with families who have children with special needs. Many of those families are struggling economically, and some of the parents are themselves challenged with disabilities.

Candidate-faculty interactions. The professional education faculty have a plethora of personal diversity experiences to draw from in their instruction, advising, and supervising of candidates. For example, professional education faculty have had experience with others from diverse groups through working with low SES students, attending an inner city high school where White was the minority, Peace Corps Volunteers and others with extensive time living and working abroad, principal of Title I school, volunteering at homeless shelter, teaching in small rural communities where many families live at or below the poverty level, teaching children with mental illness, and teaching on Native American reservations.

Multicultural Diversity Lesson Plan. The Multicultural Diversity Lesson Plan is a required activity completed by PDS Block 3 interns and Phase II student teachers during their final clinical experience. Candidates create a lesson plan using any lesson plan format. It can be a lesson plan that the candidate has conducted or it may be one for a fictitious classroom created for the assignment. Included with the lesson plan are responses to four prompts:
1. State the multicultural/diversity objective
2. What makes this a multicultural/diversity objective?
3. What makes this an example of an inclusive teaching strategy for a diverse classroom?
4. Given your lesson plan and content, what services did or would you provide for non-English speaking students in this classroom.

The rubric evaluates the lesson plan and the prompts based on four factors: multicultural focus of lesson plan objectives, lesson plan alignment among the objectives/instructional activities/assessment, lesson plan commitment to individual differences, and inclusive teaching strategy and ELL Support. Each factor is evaluated on a four-point scale: incomplete (1), unsatisfactory (2), developing (3), and proficient (4).
Analysis of the data indicated that the multicultural focus of the lesson plan was developing and improvement was needed on identifying inclusive teaching strategies and interventions for supporting ELL students. A review will be initiated in the 2011-2012 academic year of where the elementary and secondary candidates are learning and practicing interventions for ELL students.

Student and faculty demographics. The Gender by Race demographics of elementary education candidates, secondary education candidates, advanced candidates, and professional education faculty, and the entire ESU faculty (scroll to bottom of the file for cumulative totals) indicate the following: Elementary education candidates are 89% White and 93% Women, Secondary Education candidates are 85% White and 48% Women, Advanced Candidates are 81% White and 67% Women, and Professional Education Faculty are 95% White and 64% Women. 43.6% of the Elementary Education candidates come from counties whose population is less than 50,000, and 57.3% of Secondary Education candidates come from counties whose population is less than 50,000. Overall, the gender mix of fulltime faculty at the university is 53% male/47% female. 90% of the fulltime faculty are White.

A race distribution comparison of elementary, secondary, and advanced candidates with residents of Lyon County, surrounding counties, the 10 most populous counties, and Kansas reveals the following: A lower percent of candidates are Hispanic than in Lyon County, the 10 most populous counties, or Kansas, and a lower percent of candidates are Black, especially in advanced programs, than in the 10 most populous counties or Kansas.

Continuous Improvement
A. Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality

Student Campus Climate Survey. The university’s Diversity Education Committee administered a Campus Climate Survey to a random sample of 390 students during the spring, 2010 semester. In the end 128 completed questionnaires were returned for a 33% response rate. The questionnaire was mailed twice in an effort to improve response rates. The results are currently being studied for what they might mean for recruitment and retention of students and faculty in the unit. Selected results reflect students’ general perspective that there exists at Emporia State University a campus climate of tolerance to diversity.

Faculty Campus Climate Survey. The university’s Diversity Education Committee is planning to administer a faculty Campus Climate Survey. The committee is working with faculty at the University of Kansas to administer the Attitude, Careers, Environment, and Social Interactions (ACES) Faculty Campus Climate Survey developed by these faculty.

Guidelines for Recruiting Diverse Faculty. A subcommittee of the university’s Diversity Education Committee is developing guidelines for university departments and search committees to use in recruiting diverse faculty. The goal is to have guidelines ready and a training component completed by the end of 2011 to prepare for spring, 2012 searches should the Kansas economy rebound for the FY13 academic year.

Developing the Kansas Migrant and ELL Academy. This resource was created by the Jones Institute for Educational Excellence in a joint venture with the University of Kansas and intended to address the need from the field for research-based professional development for educators who would benefit from additional training to ensure success for Kansas’s diverse K-12 migrant and English language learning population. The goal is to provide educators with increased knowledge in research-based ELL instructional methods. Training materials include modules and Culture and Immigrant Mini-Documentaries.
B. Discuss plans for sustaining and enhancing acceptable level performance through continuous improvement as articulated in the Standard

Revision of The Teachers College Diversity Recruitment and Retention Handbook. The unit has revised The Teachers College Diversity Recruitment and Retention Handbook. This comprehensive document reviews ESU’s efforts regarding student recruitment and retention, action statements for faculty, staff, and students to promote recruitment and retention, and recruitment and retention of diverse faculty/staff. The handbook will be completed by the end of the current academic year and define the unit’s recruitment and retention efforts.

Recruitment and retention of diverse students. Each academic year, the unit hosts 8th graders from Topeka, Wichita, and Emporia for day-long mini-Future Teacher Academies. Over two-thirds of the attendees (287 of 398) have been students of color with 222 Hispanic. While the unit has been collecting these data, there has been no tracking of these students to see if a) they proceed into higher education, b) they attend Emporia State University, and c) they stay in teaching. This also means that the unit has not maintained a connection with these students to encourage them in their studies, encourage them to join their high school’s chapter of Future Educators Association, encourage them to take courses in their high school’s teacher training pathway, invite them back to campus, and recruit them to Emporia State, whether as a teacher education or some other major. The Jones Institute of Educational Excellence has initiated a program of contacts with those alumni of the mini-Future Teacher Academies to encourage them to be a teacher and come to Emporia State University.

In addition, the Jones Institute of Educational Excellence are tracking the high school students who have been attending the Future Teacher Academies at Emporia State University to see who has continued in teacher education at Emporia State or elsewhere and who has continued to higher education but a different major.

Advanced programs employ a number of different strategies for recruiting and retention of diverse students. For example, Adaptive Special Education has scholarships specifically meant to recruit and retain diverse candidates. Also, with all program courses offered online, the program is accessible for any potential candidate regardless of geographic region. The School Counselor program has increased the number of online courses to provide flexibility and markets the program in Topeka and Kansas City and is pursuing a joint “on-site” partnership with an urban school district to recruit and train diverse teachers to become school counselors.

Diversity Preparedness Survey. The unit is devoting the first meeting each fall of the Council on Teacher Education, Committee on Advanced Programs, and NCATE Steering Committee to reviewing unit assessment data (see Moving to Target narrative for Standard 2). A subcommittee of the NCATE Steering Committee will discuss the data during the fall semester and make recommendations about changes in the unit.

The Diversity Preparedness Survey has been administered for four years and now those data have been analyzed. All elementary and secondary initial candidates at the end of student teaching complete the survey, which asks candidates to rate how well prepared they are to deal with 10 different issues relevant to diversity: diverse classrooms, students with physical challenges, students with mental challenges, students with behavioral challenges, students of various ethnicities/cultures, students of the opposite gender, students with different learning styles, students from single-parent families, students with same gender parents, and students with multi-racial parents. The scale increments are not well prepared (1), ill prepared (2), adequately prepared (3), and well prepared (4). The unit’s goal is to have candidates adequately prepared to deal with all 10 areas of diversity.
The data indicate that means for all 10 areas exceed 3, so candidates at the end of their programs are reporting they are adequately prepared to deal with all 10 areas. Further analyses reveal that the three lowest areas were students with physical challenges, students with mental challenges, and students with same gender parents. The NCATE Steering Committee will be reviewing these data to identify areas in the curriculum (e.g., SD550 Survey of Exceptionality) where preparation in these areas can be strengthened. Also of interest is to disaggregate the data by elementary and secondary and see what differences may exist. For example, elementary candidates complete two courses in special education (SD550 Survey of Exceptionality and SD560 Collaboration and Strategies for Inclusive Settings) whereas secondary candidates complete only SD550.

Offering a second special education course for Secondary Education majors. In development is a second course for secondary education majors comparable to the SD560 Collaboration and Strategies for Inclusive Settings. This course is intended to be developed in Fall 2011 semester and offered in the Spring 2012 semester as an elective.
Standard 5: How does the unit ensure that its professional education faculty contributes to the preparation of effective educators? [Note to Reviewers: You will see the term HIVE in the Standard 5 narrative. This is the name of the electronic exhibits room, which is available at www.emporia.edu/teach/ncate.]

Sixty-one faculty in the unit have the doctoral degree and the other 34 are qualified for their assignment because of possessing the master’s degree, credential(s) for teaching or other school professionals, and work experience. Three of the 35 are currently doctoral candidates.

What do Kansas, Missouri, California, Maryland, South Dakota, Iowa, Wisconsin, Nebraska, Ohio, Pennsylvania, Oklahoma, Indiana, and South Carolina have in common? Professional education faculty have a current teaching credential from one of these states. If the list is expanded to include faculty with expired teaching credentials, North Carolina, Minnesota, Michigan, Nevada, and Virginia are added. Seventy-two faculty in the unit have a current teaching credential from states around the nation, and another 18 have had a teaching credential at one time. Thus, 90 of the 95 faculty in the unit have or have had a teaching credential. All 90 of these individuals have had teaching or other professional experience in P-12 schools.

Add to the 90 a faculty member who taught early childhood in a state before a teaching credential in this teaching field was needed, and another faculty member who taught middle school in China. In sum, 92 of the 95 faculty have teaching or other professional experience in P-12 schools (see Table 5A. Faculty Teaching Credentials, HIVE Standard 5).

As Table 5A, Table 5B. Faculty Qualifications, and Table 5D. Faculty Service and P-12 Collaboration (HIVE Standard 5) document, many faculty have taught or gained other professional experience in a broad array of settings throughout Kansas and other states as well. Professional education faculty continue to be active either supervising interns, student teachers, or candidates in other school professions or working with P-12 educators on local and state committees and through state organizations. In addition, the faculty have developed a broad network with P-12 educators (e.g., Emporia Teachers Council, The Teachers College/USD253 Administrators Council) that is another source of input to keep the faculty current with issues in the P-12 schools that could influence the preparation and effectiveness of the unit’s candidate. The faculty in the unit are directly knowledgeable of the historical and contemporary contexts within which the schools of Kansas function.

The professional education faculty’s wealth of teaching and other professional experience is complemented by an active and broad record of scholarly productivity that reflects the faculty’s commitment to their professional development. Through their scholarship, they enrich the profession through contributions to the state, regional, national, and international discussion on a breadth of topics including cyber bullying, library leadership, elementary mathematics, gifted girls, and data-driven decision making. Table 5C. Faculty Scholarly Activities (HIVE Standard 5) contains links to faculty articles, chapters, and books covering an impressive spectrum of topics relevant to preparing educator candidates to affect the learning of their students. A cumulative count of books, chapters, refereed articles, national and international presentations, state and regional presentations, and grants over the last three years indicates that faculty scholarly productivity continues to increase. For the 2009-2010 academic year, faculty wrote 15 books, 20 chapters, 80 articles, and 20 funded grants and made 104 national and international presentations and 100 state and regional presentation.

The breadth and depth of service and collaborative activities engaged in by faculty with the professional community matches the teaching excellence and scholarly productivity in
defining the breadth of the faculty’s commitment to preparing effective teachers (see Table 5D. Faculty Service and P-12 Collaboration in HIVE Standard 5). Eighty-six faculty are currently engaged in service that involves collaboration/contact with P-12 colleagues. One conclusion from the evidence is that the professional education faculty work comfortably and effectively with P-12 colleagues in P-12 environments.

Professional development complements the growth of effective faculty by exposing them to additional new ideas and new skills. Whether bringing speakers to campus, offering workshops on a variety of topics, or sponsoring more involved initiatives such as the eLearning Institute and the annual Assessment Forum, faculty benefit and in turn, candidate learning is supported. Hosting annual visits of the Kansas Teacher of the Year team and running the Master Teacher Program for the state brings the finest P-12 teachers to campus every year to interact with both faculty and students. The Jones Institute of Educational Excellence taps into professional education faculty expertise and leaders in the P-12 community to offer workshops to P-12 and higher education faculty on current issues, topics, and emerging trends (see Table 5E. Jones Institute of Educational Excellence Professional Development Sessions in HIVE Standard 5). In addition, the Jones Institute of Education Excellence sponsors invited lecturers such as Rainier Martens, Joyce VanTassel-Baska, and Yong Zhao as well as distinguished professors, who spend a semester working with faculty and students.

Faculty reward system. The most significant change related to Standard 5 that has led to continuous improvement is the lack of change. That is, the faculty reward system has been consistent over three decades. The expectations for successful promotion and tenure at the university level and the promotion and tenure guidelines at the unit level have held steady across two generations of faculty (i.e., since Kansas State Teachers College became Emporia State University and expectations for publishing scholarly research were included as a criterion for tenure and promotion in the late 1970s). As described below, these expectations are supported in five ways with a sixth being considered.

First, the faculty reward system across the unit weights teaching most heavily (at least 50%) but still places substantive emphasis on scholarly productivity (up to 25%) and service (up to 25%). Thus, the reward system values scholarly inquiry and professional service in addition to teaching, and faculty are encouraged to view these three categories as mutually beneficial rather than competitive with one another.

Second, Kansas requires that salary increases for faculty be based on merit. At Emporia State University, faculty in each department collaboratively create a system that converts faculty accomplishments and productivity in teaching, scholarly activity, and service into rankings. Each department has produced its own Merit Evaluation Form (several examples are part of HIVE Standard 5, #6). Faculty can review and revise their departmental Merit Evaluation Form at any time and then submit to the Dean and the Provost for approval.

Merit Evaluation Forms explicitly identify how faculty are evaluated in order to determine merit rankings. The expectations for annual merit correlate strongly with the expectations for successful promotion and tenure. The form provide first-year faculty (and faculty candidates interviewing for a vacant position) a clear “compass” of what is valued in the department and in the unit to guide their professional efforts in teaching, scholarly activity, and service as they prepare for annual merit review and for tenure and promotion.

Third is mentoring. Faculty in their first year participate in a faculty mentoring program that includes sessions on the Conceptual Framework, NCATE, technology services available to faculty, teaching face-to-face and online, scholarly activity and promotion and tenure, service
expectations, and Teachers College resources. These sessions are designed to give new faculty a broad overview of the unit and the specifics for faculty success. In addition, all first-year faculty are assigned a mentor to provide another source of information in addition to the department chair and departmental colleagues. Mentors are provided a professional development stipend of $100.

Fourth is annual review. The department chair provides faculty an annual review of accomplishments based on the completed merit evaluation form, observations by the chair and faculty colleagues, and reports from students. Such a review is comprehensive for faculty on the tenure track and includes an update on progress to meet expectations for promotion and tenure to provide faculty with a gauge to allocate their efforts.

Fifth is the monetary support the unit, the university, and the Emporia State University Foundation make available to support faculty research and travel. The Teachers College offers the Dean’s Fund to Encourage Teaching Innovation and Faculty Creativity and the Dean’s Discretionary Funds for Travel. The Research and Grants Center offers grants for faculty research projects through the university’s Faculty Research and Creativity Committee to facilitate research, scholarly, and artistic productivity by the faculty. The Research and Grants Center also offers financial assistance for travel to professional meetings. The Office of Academic Affairs offers Academic Enhancement grants to faculty for campus-wide learning community projects; out of pocket OOE expenses for undergraduate research, scholarly activity, or creative activity; speakers on issues for university-wide audience; out of state travel for students to participate in scholarly activity or presentations; community service opportunities; or multi-cultural/diversity projects. The Foundation offers Katherine K. White Faculty Incentive Grants for any type of project or program with a focus on teaching, faculty development, or research.

A sixth support is being considered. The President and the Provost are examining a proposal to allow faculty who have been full professors at least six years to go through a review comparable to promotion review from Associate to Full Professor every six years to qualify for a salary increase.

The Teachers College Long-Range Plan 2007-2012. The Long Range Plan of The Teachers College is created in five-year increments. During the planning sessions to create the current Long Range Plan, five of the nine key areas that emerged from a joint meeting of the Dean’s Advisory Council and Academic Leadership Council address faculty quality: professional development; collaboration; faculty evaluation, promotion, and tenure; faculty retention; and technology. The relevant goals are as follows: Encourage faculty/staff participation in on/off campus professional development activities; promote and encourage collaboration at all levels: department, Teachers College, university, community, state, region, nation, and profession; provide time for scholarly activities; recruit and retain highly qualified faculty; and nurture The Teachers College community in the use and application of technology needs. The Long-Range Plan is another document that highlights the unit’s priority on faculty and professional development through advocacy of supports conducive to a faculty member’s effectiveness in preparing effective educators, whether face-to-face or online.

Teaching online and preparing candidates to teach online. The Teachers College is in its second decade of delivering online courses. Nevertheless the unit continues to be proactive in ensuring that faculty are “ahead of the curve” with new training and new technologies and their application to promoting candidate learning. The Department of Instructional Design and Technology (IDT) has taken the campus lead in preparing faculty to develop and teach online
courses by offering for the past three years the e-Learning Institute (see **HIVE Standard 5**, #7). The Office of the President and IDT faculty developed the eLearning Institute for ESU faculty members who are teaching, or will be teaching, online courses in the near future. From the essentials for teaching online to integrating the use of specific technology tools within online courses, the institute is an opportunity for faculty to explore tools and topics related to online teaching and learning. In addition, the Institute provides a forum to discuss best practices.

In a new initiative for the spring 2011 semester from the Dean of The Teachers College, IDT is delivering a series of **workshops** to prepare unit faculty on the technology that will be used for tomorrow’s students. Another spring 2011 initiative lead by the Dean is a series of presentations and activities delivered by the faculty of the Department of Health, Physical Education, and Recreation to help faculty understand more clearly the challenges of preparing candidates to teach online. Two invited speakers—one from the University of Central Florida and one from the Arizona Virtual Academy—will present on preparing candidates to teach elementary and secondary students, respectively. Kansas has more **virtual P-12 schools** 

\( \text{(} N = 47 \text{)} \) than any other state in the nation. It is incumbent on the unit to prepare faculty to prepare candidates for P-12 teaching and learning online.

**Annual traditions.** The unit engages in a variety of annual traditions that serve to keep faculty connected to P-12 education and to ideas influencing the preparation of effective educators. The **Jones Distinguished Lecturer** sponsored by the Jones Institute for Educational Excellence brings national figures in education to campus. The Jones Institute for Educational Excellence staff work with professional education faculty to select lecturers representing the different educator preparation programs throughout the unit. The most recent lecture was **Dr. Yong Zhao** talking about globalization of education on February 23, 2011.

The university sponsors the **Kansas Master Teacher Award Program**. ESU established the Kansas Master Teacher awards in 1954. The awards are presented annually to P-12 teachers who have served the profession long and well and typify the outstanding qualities of earnest and conscientious teachers. Nominees come from throughout the state and submit a portfolio of work and support letters. A selection committee representing all levels of education in the state convenes on campus to review nominees and make the final decision. The Master Teachers then spend a busy day on campus meeting with candidates and faculty, participating in a panel discussion, having lunch with the President, and culminating with the evening banquet and induction ceremony.

The annual Kansas Teacher of the Year team visit each spring provides candidates and faculty the opportunity to meet and be inspired by the best P-12 teachers in the state. The team consists of the Teacher of the Year and the other seven teachers who were regional finalists. After the Teacher of the Year is announced in November, the team starts to plan the session that it will deliver at venues across the state during the following spring semester. Each January, the unit requests that the team visit Emporia State to present to and visit with candidates and faculty. In February, 2011, the **KTOY team** gave four presentations to candidates and faculty and participated in a press conference in addition to being guests of the Dean for lunch, having a tour of the National Teachers Hall of Fame, and being guests of Phi Delta Kappa for a university reception in their honor.

**Governance.** The **Academic Leadership Council**, the **Council for Teacher Education**, the **Committee on Advanced Programs**, the **NCATE Steering Committee**, and the **Dean’s Advisory Council** are effective forums for idea generation, deliberation, and implementation. They
provide faculty with the means to change the unit to ensure that they and the unit are better prepared to produce effective educators.

Continuous Improvement

A. Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality

Development and implementation of the new Conceptual Framework. After almost 18 years, concerns were expressed that the Critical Thinker, Creative Planner, Effective Practitioner Conceptual Framework needs to be reviewed to update and revise or replace with a new Conceptual Framework. The unit formed a subcommittee of faculty and administrators and the subcommittee’s conclusion was to propose a new Conceptual Framework, which was approved in November 2009.

The unit’s new Conceptual Framework centers the professional education faculty as the catalyst for preparing effective, reflective educators. The new Conceptual Framework consists of six proficiencies the unit is committed to inculcating in candidates: provides service to society; applies interdisciplinary scholarly knowledge; engages in effective practice; responds to uncertainty and change; relies on self-reflection; and belongs to professional community.

The six proficiencies define the Professional and who better to model the six proficiencies of the new Conceptual Framework than the unit faculty. In so doing, the faculty commit to professional growth in all six of these areas in the service of better preparation of even more effective educators.

Through its reward system, mentoring, leadership, planning, traditions, and governance, the unit has mechanisms in place that plan for and are responsive to intelligent change. Continuous improvement of the unit means completing the full implementation of the new Conceptual Framework throughout the unit, ensuring the expanded effectiveness and health of these mechanisms.

Abstract thought is a function of familiarity with the content. Similarly, as the professional education faculty cognitively engage the breadth and depth of the new Conceptual Framework over time in richer and increasingly meaningful ways, the unit will reshape itself in new directions to provide better service to the state and society through the preparation of teachers and other school professionals.

B. Discuss plans for sustaining and enhancing acceptable level performance through continuous improvement as articulated in the Standard

Offering the Master of Education in Teaching and the Master of Instructional Leadership degrees. These degrees approved in 2010 by the Kansas Board of Regents provide significant opportunity to work with P-12 practitioners. The Master of Education in Teaching and the Master of Instructional Leadership are designed for P-12 educators to expand the breadth and depth of their skill sets. The Master of Instructional Leadership prepares the educator for a specialist endorsement as Teacher Leader from the Kansas State Department of Education. The degrees reflect the responsiveness of the unit to the needs of P-12 educators (Emporia State University was the first educator preparation in the state to offer a Kansas State Department of Education approved program for the Teacher Leader endorsement). Of greater importance is the expanded opportunities for professional growth for both professional education faculty and P-12 educators through the shared experience of the classroom, whether on-campus, off-campus, or virtual.
Systematically identifying opportunities for professional development from throughout the unit. The unit’s and the university’s tradition is to regard professional development as an essential component of a successful faculty member, and faculty pursue it rigorously through their study, research, professional service, and conference attendance. The unit complements faculty’s efforts with a slate of professional development opportunities each year. These opportunities are generally well-received and tend to evolve from particular parts of the unit in a “top-down” fashion, for example, the President wanting to expand faculty’s knowledge about preparing online courses or the Dean’s initiative to understand how candidates should be prepared to teach online to P-12 students.

To continuously improve in this area, a “bottom up” faculty-centered systematic approach to identify professional development needs of the faculty through involving the members of the unit’s three governance structures in prioritizing professional development interests is needed. Members of the Academic Leadership Council (ALC), Council on Teacher Education (CTE), and Committee on Advanced Programs (CAP) identify ideas for professional development which are compiled by the Associate Dean of The Teachers College, who is a member of ALC and executive secretary of CTE and CAP. These ideas are brought to the groups for discussion and selection of topics considered most valuable for professional education faculty. The selection of topics will provide guidance to the Dean and the staff of the Jones Institute for Educational Excellence on developing the slate of professional development opportunities for an academic year.

Advertising professional development. Two observations became clear during the evidence collecting for Standard 5. First, the unit has a variety of professional development opportunities for the professional education faculty. Second, the unit needs to improve in informing the professional education faculty about these opportunities. This is especially true for the workshops offered by the Jones Institute of Educational Excellence. The Associate Dean of The Teachers College is working with the Jones Institute leadership to develop communication channels to professional education faculty to ensure that they know about professional development opportunities.
Standard 6: How do the unit’s governance system and resources contribute to adequately preparing candidates to meet professional, state, and institutional standards? [Note to NCATE Reviewers: You will see the term HIVE in the Standard 6 narrative. This is the name of the electronic exhibits, which is available at www.emporia.edu/teach/ncate.]

At a time when the allocation to Emporia State University from the state has decreased by 10% over the last three years, funding to the unit has increased. At a time when educator preparation is regularly denigrated from both public (e.g., US Department of Education) and private (e.g., National Council on Teacher Quality) sources, Emporia State University has never wavered from its commitment to producing effective educators.

In a state and national context filled with negative rhetoric, calls for change, and the temptations of easier/cheaper/faster approaches to producing teachers, the unit has crafted its new Conceptual Framework and offers it as the best evidence for a) the unit’s health, b) its commitment to continuous improvement, and c) its aspirations to better prepare teachers and other school professionals. The new Conceptual Framework inspires the unit to elevate itself through its candidates and professional education faculty fulfilling the potential and promise of all six of its proficiencies.

Four factors provide evidence for undergirding the unit’s governance system and resources contributing to adequately prepare candidates: 1) an historical institutional commitment to preparing teachers, 2) a tradition of effective leadership and governance, 3) a structure that ensures that teachers are produced by professional education faculty who possess expert levels of content and pedagogical knowledge, and 4) a legacy of excellence. In 1863, two years after Kansas became a state, the Kansas legislature established a State Normal School at Emporia to instruct “persons, both male and female, in the art of teaching, and in all the various branches that pertain to a good common school education.” Classes began in February 1865 with 18 students. In 1867, two students graduated in the first commencement.

During its 148-year history and three name changes, Emporia State University has been and continues to be committed to preparing professionals for early childhood, elementary, and secondary schools and foster professional development activities which promote excellence in education. As the university prepares to celebrate its sesquicentennial in less than two years, the unit’s reach through online and off-campus courses, alumni, current students, faculty, and staff extends to all areas of the state, region, nation, and world as reflected by the globe that is part of the new Conceptual Framework.

Second, the unit is characterized with a tradition of effective leadership and governance. Since NCATE’s last visit, the university has a new President and a new Vice President for Academic Affairs with an additional title of Provost, and the unit has a new Dean. During this period of leadership transition, however, the unit has received national acclaim for the quality of its programs. Dr. Arthur Levine, President Emeritus of Teachers College, Columbia, published in 2006 the report from his study Educating School Teachers conducted under the auspices of The Education Schools Project. The report examined the successes and failures of university-based teacher education programs. Across the nation, Levine found four model teacher education programs: Emporia State University, Alverno College, Stanford University, and University of Virginia. On page 7 of the Executive Summary and pages 85-91 of the full report, Levine explains the research findings that support Emporia State University being named as one of four model teacher education programs in the nation.
At a speech from Columbia University on October 22, 2009, Secretary of Education Arne Duncan addressed the nation to call for “dramatic changes to prepare today’s children.” In his address, he cited Emporia State University as a model program in the nation.

The current President and Provost, as their predecessors have done, consistently support the unit’s commitment to excellence and the resources necessary to support that excellence. The current Dean is known and respected throughout the state and nation for his knowledge of both P-12 and higher education and his leadership as an NCATE BOE Chair and member for over 15 years.

Complementing this competent leadership is the unit’s governance system, which is actively engaged in advising the Dean on all elements of educator preparation and curriculum oversight. The unit’s governance has not changed since NCATE’s last visit. All groups have been meeting as scheduled throughout the academic year since the last visit.

Academic Leadership Council meets weekly and consists of the department chairs, directors, the associate dean, and the Dean that meets weekly. The Council on Teacher Education consists of program coordinators from all undergraduate teacher education programs throughout the university and meets the first Thursday of the month. The Committee on Advanced Programs consists of representatives from all departments with advanced (graduate) programs and meets the third Thursday of the month. The NCATE Steering Committee consists of representatives from programs throughout the university and meets the second Thursday of the month. The Dean’s Advisory Council consists of representatives from all departments in The Teachers College and meets once a month at a day and time that fits into the schedules of its members.

In addition to these two university groups are two P-12 groups. The Emporia Teachers Council consists of representatives from the elementary, middle, and high schools in the Emporia school district (USD253), a USD253 administrator, and the director of the Office of Professional Education Services, the associate dean, and selected faculty. The Emporia Teachers Council meets the first Wednesday of the month. Finally, The Teachers College/USD253 Administrators Council consists of the USD253 leadership (superintendent, assistant superintendents, and principals) and The Teachers College leadership (dean, associate dean, and department chairs). This group meets the second Monday of the month for lunch.

In another example of effective leadership, the following changes have occurred since NCATE’s last as a result of national searches. Dr. Tes Mehring, the Dean of The Teachers College during the last NCATE visit, is now the Provost and Vice President for Academic Affairs. Dr. Phil Bennett, the Associate Dean of The Teachers College during the last NCATE visit, is now the Dean of The Teachers College. Dr. Kathy Ermler, the Chair of the Department of Health, Physical Education, and Recreation during the last NCATE visit, is now Dean of the Graduate School and Distance Education.

Faculty leadership is also rich at Emporia State University. Faculty from across the unit have served or are serving as presidents or other officers of state and regional professional associations in the past five years. Dr. Vicki Worrell is currently national president of the American Association of Physical Education, Recreation, and Dance. Dr. Marcus Childress is national president-elect of the Association of Educational Communications and Technology. Also, in the eight years since NCATE’s last visit, unit faculty (Diane Miller, Harvey Foyle, Carol Russell, and Joella Mehrhof) have served as presidents of the faculty in four of them.

Third, the unit includes programs preparing teachers in art, biology, chemistry, earth and space science, English, English for speakers of other languages, foreign language, journalism,
mathematics, instrumental and vocal music, physics, middle level science, speech/theatre, and social sciences are housed in the College of Liberal Arts and Sciences. The program preparing teachers in business education is housed in the School of Business. The program preparing School Library Media Specialists is housed in the School of Library and Information Management. The programs preparing teachers in adaptive and gifted special education, early childhood education, elementary education, health, physical education, and psychology plus building and district leaders, instructional designers, reading specialists, school counselors and school psychologists as well as the Office of Professional Education Services, which places candidates in field experiences, and the secondary education courses are housed in The Teachers College. That the breadth of the unit encompasses the entire university and involves professional education faculty from such diverse backgrounds provides confidence that teachers and other school professionals are prepared by experts in their respective fields. The diversity of perspectives provides the unit and the Dean with the important guidance to make decisions.

The fourth factor is the unit’s legacy of excellence. Since the last NCATE visit, the following accomplishments have occurred: Emporia State University is only one of four postsecondary institutions in the nation to be identified as an Exemplary Model Teacher Education program by Arthur Levine in his 2006 national study of teacher education programs published as Educating School Teachers. Emporia State University was identified as one of 10 schools of education in the nation blazing the trail to better practices in the November, 2007 issue of Edutopia, which is published by the George Lucas Foundation. The 2008 Best Practice Award for Collaboration with Community Colleges from the American Association of Colleges of Teacher Education was awarded for the ESU and Butler Community College collaboration. The 2008 Distinguished Program in Teacher Education Award from the Association of Teacher Educators was given for the Olathe Professional Development Schools. Nine of the 32 Horizon Award recipients in Kansas in 2009 (this is recognition of outstanding first-year teachers in the state) were Emporia State University graduates.

The 2009 Edward C. Pomeroy Award for Outstanding Contributions to Teacher Education from the American Association of Colleges of Teacher Education was awarded to Dr. Tes Mehring, former Dean and current Provost. The 2009 Distinguished Clinician Award from the Association of Teacher Education was given to Dee Holmes, who is lauded by students, faculty, mentor teachers, and principals for her diligent efforts to produce the highest quality elementary teachers. The International Reading Association Certificate of Distinction was awarded to the Elementary Education Reading Program. Instructional Design and Technology students won the “Best of Competition” at the Pacificcorp Design and Development competition in both 2009 and 2010 against competition from Research 1 universities. Dr. Zeni Colorado, Assistant Professor in the Department of Instructional Design and Technology, was recognized as an Emerging Leader by PDK International. Dr. Joella Mehrhof, Professor in the Department of Health, Physical Education, and Recreation, received the 2011 Margie R. Hanson Elementary Physical Education Distinguished Service Award from the National Association for Sport and Physical Education.

The work environment. The university has just implemented this academic year a new faculty workload policy with a faculty work load table and activities that receive reassigned time. The policy is close to the one it replaced; the biggest change was narrowing the options that are acceptable for reassigned time. Faculty are given .083 of load for every hour of undergraduate credit they teach and .11 of load for every hour of graduate credit they teach. Thus, a full teaching load for a faculty member for a semester is four undergraduate courses or three graduate
courses, although most professional education faculty teach a mixture of undergraduate and graduate courses.

Another important part of the work environment is the staffing. Every department has a fulltime administrative assistant. The Office of Professional Education Services, the Jones Institute for Educational Excellence, and Community Counseling Services each have a fulltime administrative assistant. The Dean’s Office has an administrative officer and an administrative assistant.

Facilities. The unit’s and university’s facilities are consistently being improved. Since NCATE’s last visit, the William L. White Library has been completely remodeled, existing services expanded (e.g., more electronic databases), and new services added (e.g., making holdings accessible to online learners). Strategic Theme #5 of the University’s Strategic Plan (see pp. 14-15) is “Providing a Welcoming and Sustainable Learning and Working Environment” and identifies a variety of projects in the unit and throughout the campus to improve and upgrade the campus. A 2011 project for Visser Hall that has just begun is installing a new Heating, Ventilation, and Air Conditioning system. The university’s Memorial Union is in the midst of a major remodeling.

The emphasis on technology is higher now than at the time of NCATE’s last visit. All faculty have a computer and printer in their offices. Scanners, cameras, and microphones are also common for faculty to Skype with students or use Adobe Connect Pro. Most faculty offices now have digital instead of analog telephones. All classrooms in the unit are “smart” classrooms, which means that the classroom is equipped with computer, DVD/VHS player, document camera, speakers, overhead LED projector, and screen. Several classrooms have Promethean boards (see Installing Promethean Boards section below).

The campus is now wireless for laptops. The unit has several PC and Macintosh computer labs. The unit offers training on iPads, Adobe Connect Pro, and Skype. The university web platform is migrating to dotCMS, which means that changes to web pages will have more powerful tools without requiring site licenses to the more limited Macromedia Contribute software. Also, faculty could make changes to webpages from anywhere. Currently, faculty can only change webpages on the computer which houses the Contribute software.

Banner is fully functional as the university’s information backbone. Microsoft Active Directory has been installed and implemented. The university email was upgraded (the format of email addresses changed from last name first to the initial of the first name first) and now the university is phasing out Novell GroupWise in favor of Microsoft Outlook.

Continuous Improvement
A. Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality

Installing Panopto Lecture Capture software. The reports from School Counseling faculty and students and the Director of Community Counseling Services from 2008-2010 were that a) the technology to record counseling students for practica was outdated (VHS based) and b) the technology was not HIPAA (Health Insurance Portability and Accountability Act) compliant. Through grants and internal funding, the counseling rooms and the Earl Center where Community Counseling Services is housed were renovated to install new cabling and a new server dedicated to the clinic to meet HIPAA requirements. In all of the counseling rooms were installed computers, cameras, and audio microphones. The unit in collaboration with Technology and Computing Services purchased a license for Panopto, which is software that records a
session, uploads it to the Internet, and then allows the session to be viewed by whoever has been given permission to view it.

The result has been much better clinical training for School Counseling candidates and the spread throughout campus of the use of Panopto for recording lectures and other events and putting them on the web. For example, the unit hosted the annual Master Teacher Day and celebration in March, 2011. One of the highlights is the Master Teacher Seminar where the Master Teachers engage with candidates in a panel discussion on important topics such as motivating learners, classroom management, dealing with stress, and professional development. For this first time, this session has been recorded for all candidates and faculty to view (advance to the 5:23 mark when the seminar begins).

Installing Promethean Boards. Candidates, mentor and cooperating teachers, and education and academic supervisors were increasingly reporting that Promethean or Smart Boards were becoming more common in the elementary and secondary classrooms throughout the state. In response, the unit has installed in many of the classrooms in Visser Hall Promethean Boards for faculty and candidate use and learning.

B. Discuss plans for sustaining and enhancing acceptable level performance through continuous improvement as articulated in the Standard

In the current funding environment, changes have occurred because of reduced resources. It is difficult to anticipate projected funding so planning is conservative. Kansas like most states is struggling and is expected to continue to struggle with its budget for the next couple of years. The Provost implemented two years ago that she would review all faculty vacancies before giving permission to a department to have a search. There have been few openings since this policy began, but those affecting the unit have been filled.

Building renovation. Since the last NCATE visit, all four buildings that comprise The Teachers College have had substantial renovation. Visser Hall is currently undergoing a complete replacement of the Heating, Ventilating, and Air Conditioning system with installation of new dampers and ductwork already started. The project’s complete date is September 1, 2011.

The growth of Health, Physical Education, and Recreation has required more office space be created for faculty. In addition, the building was reroofed three years ago. Also, a July, 2008 request to the Director of Facilities has resulted in a series of meetings with architects, faculty, and coaches to utilize the building’s space more effectively. One result of these meetings is a new state-of-the-art weight room for all athletics which makes other spaces more flexible for academic needs.

At the last NCATE visit, the top level of the Earl Center had just been remodeled for the faculty and needs of the Department of Counselor Education and Rehabilitation Programs, which included a clinic (now called Community Counseling Services) used by counselors-in-training to practice and hone their skills with members of the campus and Emporia communities. Four changes have occurred to this space since then. First, the lower level of the Earl Center was renovated into offices and large meeting rooms to house the Jones Institute for Educational Excellence and accommodate its need for workshop space. Second, a small tunnel was drilled from the main campus to lay fiber optic cable connecting the Earl Center with the main campus computing facilities (prior to the cable, the two buildings were “communicating” via line-of-sight microwaves, which were affected by external factors like snowfall or leaves). Third, one of the upper level classrooms was renovated two years ago to house USD253 Transitions Class for 16 to 21 years olds with developmental disabilities for the 2009-2010 and 2010-2011 academic
years while new facilities are being constructed. Fourth, the 10 counseling rooms that form Community Counseling Services were renovated with new equipment and software (see above section *Installing Panopto Lecture Capture software*).

In another partnership with the local school district, the university made the Butcher Children’s School building available, which USD253 staffed with teachers. The resulting Butcher Elementary was the last laboratory school in the state. Soon after NCATE’s last visit, university growth required the university to reacquire the use of the building, and the school district was able to do this with the building of two new elementary schools (Riverside Elementary and Timmerman Elementary schools). The building was extensively remodeled to house the Center for Early Childhood Education in the south half and the Department of Sociology, Anthropology and Crime and Delinquent Studies in the north half.