Changes to the Unit Based on Data

1. After a Phase II Candidate appealed the decision to be terminated from student teaching and the Early Termination of an Off-Campus Teacher Education Assignment policy was used, the policy was changed to clarify roles of responsibility, the composition of the Candidate Retention Appeals Committee, the role of the Associate Dean, the timeframe for steps of the appeals process (e.g., changing 10 days to 10 working days), and the expectations of those who might be called by the committee to present during the appeals hearing.

2. Development of the Language Requirement Policy for the ED/EL220 Introduction to Teaching Field Experience to provide guidance

3. Changes to the PDS Intern/Student Teacher Evaluation Rubric. 1) Add PartIID Demonstrating Content Knowledge. 2) Change the operational definition of the ratings from 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.

TO Target - Demonstrates implementation of the indicators at the level of a successful beginning teacher. Acceptable - Demonstrates implementation of the indicators as would be expected for a student teacher. Needs Improvement - 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.

4. Ensuring that initial candidates are receiving strong supervision by having them evaluate mentor and cooperating teachers and education and academic supervisors.

5. Creating different online courses for elementary mentor teachers and secondary cooperating teachers to ensure that candidates are receiving outstanding supervision.

6. Candidates, mentor and cooperating teachers, and education and academic supervisors were increasingly reporting that Promethian 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 Promethian Boards for faculty and candidate use and learning.

7. The reports from School Counseling faculty and students and the Director of Community Counseling Services were that a) the technology to record counseling students for practica was dated (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 Lecture Capture software which records a session, uploads it to the Internet, and then allows the session
to be viewed by whomever has been given permission to view it. The training of School Counselors is improved by having this learning opportunity.

8. 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.

9. 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.

10. 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.

11. A subcommittee of the university’s Diversity Education Committee is developing guidelines for university departments and search committees to use. 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.

12. The Kansas Migrant and ELL Academy 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.