



The Standard of Excellence
in Teacher Preparation

INSTITUTIONAL REPORT

Morehead State University

Morehead, Kentucky

October 23-25, 2011

**Pilot Visit:
Continuous Improvement Option**

Institutional Report for Pilot Visits (Continuous Improvement Option) in Fall 2010 through Spring 2012

A. Overview & Conceptual Framework

A.1. *What are the institution's historical context and unique characteristics?*

Morehead State University (MSU), a regional comprehensive institution serving approximately 9,000 students, is located in the foothills of the Daniel Boone National Forest in East Kentucky. The nearly 500-acre main campus began in 1887 as Morehead Normal School. The University offers 76 undergraduate degree programs, 71 graduate degree programs, one practitioner-based doctoral degree in education (as of fall 2010), plus 40 graduate level non-degree programs in 20 academic departments located throughout its four colleges--the Caudill College of Arts, Humanities, and Social Sciences; the College of Business and Public Affairs; the College of Education; and the College of Science and Technology. MSU has recently built an Equine Health Education Center, Space Science Center, and the Center for Health, Education and Research (through partnership with St. Claire Regional Medical Center and the University of Kentucky). A \$30 million Student Wellness and Recreation Center is currently under construction. MSU, accredited by the Southern Association of Colleges and Schools, has been recognized for the seventh consecutive year as one of the top public universities in the South in the latest edition of *America's Best Colleges by U.S. News & World Report*.

Morehead State University prepares almost 80% of the teachers in its 22-county service region through its numerous initial (traditional and alternative routes) and advanced certification programs. In addition to the main campus in the town of Morehead, Kentucky, there are regional campuses in Ashland, Jackson, Mt. Sterling, Prestonsburg and West Liberty. Education courses are offered at regional campuses via hybrid, face-to-face, and distance-learning models. Additionally, there are School Administrator cohorts in Floyd and Knott counties. The advanced Educational Technology program is 100% online.

A.2. *What is the institution's mission?*

For more than a century, Morehead State University has improved the lives and livelihoods of Kentucky citizens through its instruction, research, and service. This dedication is captured in our mission statement:

We are a diverse community of learners committed to student success. MSU is accredited as a comprehensive University offering quality higher education opportunities in a collegial and open environment. MSU pursues academic excellence, research, community engagement and lifelong learning. MSU is dedicated to improving the quality of life while preserving and promoting the unique cultural heritage of East Kentucky. As a community of learners committed to individual achievement, our mission is to:

- *Educate students for success in a global environment;*
- *Engage in scholarship;*
- *Promote diversity of people and ideas; and*
- *Serve our communities to improve the quality of life.*

This mission is further supported by five core values which we strive to exemplify:

- **People** come first and are encouraged to achieve their full potential;
- Commitment to **Scholarship, Learning, Service and Community Engagement** is embraced;
- **Excellence** is achieved through **Teamwork, Leadership, Innovation, Accountability and Shared Responsibility;**
- **Diversity** of people and thought is valued and celebrated;
- **Honesty, Integrity and Trust** will direct all that we do.

A.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 (PEU) is housed in the College of Education and includes programs and faculty from across all colleges. Secondary education programs are based in the academic departments of the content disciplines but are part of the Unit. Memoranda of Agreements (MOAs) have been established between the College of Education and the departments and colleges offering teacher preparation programs throughout the institution to assure collaboration on Teacher Education Program admission requirements, continuous assessment, alignment with state and national standards, and appropriate field and clinical-based experiences. MOAs are reviewed annually and signed by chairs and deans.

The largest educator preparation programs are housed in the College of Education (CoE) which is organized into three academic departments: (1) the Department of Early Childhood, Elementary & Special Education; (2) the Department of Middle Grades, Secondary & Masters of Art in Teaching (MAT); and (3) the Department of Foundational and Graduate Studies in Education. Each academic department is led by a chairperson who reports directly to the dean of the College of Education. The Teacher Education Council (TEC) is the governing body of teacher education and includes faculty representatives from each education program, public school administrators and teachers, regional campuses and community colleges, an undergraduate and graduate student representative, and a community member. The dean of the College of Education chairs the TEC which meets the first Wednesday of each month.

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

During the 2003 NCATE visit, the theme of the Unit's conceptual framework was "Educators as Architects: Designing Environments where Students Construct Knowledge and Develop Skills." While we continue to embrace the ideology of this theme with its constructivist framework, our focus has extended to embrace the institution's and the Unit's

larger commitment to community engagement and regional stewardship. A review of the conceptual framework began in March 2006. Between 2006 and 2008, numerous drafts were distributed and feedback was solicited from faculty, staff, teacher candidates, and regional advisory councils. In August 2008, a final draft of the updated conceptual framework was sent to all Professional Education faculty and staff for approval and feedback. The unit formally adopted “Community Engagement: A Light to and From the Mountains” as its conceptual framework in December 2008. There are four basic tenets of the framework: (1) informed decision-making, (2) diversity and holistic education, (3) collaboration/coalition building, and (4) empowerment.

The “light to the mountains” metaphor has been a longstanding theme in Morehead State University’s mission dating to 1902. However, it is our hope as educators that the good we do is not a one-way flow of teaching but that our teacher candidates/graduates and their P-12 students bring with them and take back home with them their rich traditions, background knowledge, and cultural heritages that are essential to any learning environment. The Professional Education Unit strives to promote the flow of “Light to and from the Mountains” through engaging with communities of learners at all levels—P-12 students, pre-service and in-service educators, university faculty and staff, community members, and state agencies. While we prepare the majority of the teachers and school leaders who work in East Kentucky, we also educate candidates and engage in diverse communities outside of our service region who benefit from our programs’ foci on student-centered experiential instruction, intercultural competence, and regional stewardship. We have chosen the quilt block design “Moon over the Mountains” which is displayed in a wooden “barn quilt” installed outside Ginger Hall on the Morehead campus, as well as in textiles, media, and paper documents to communicate this theme to the broader community. Our Professional Education Unit compares favorably to a quilt: the programs (pieces) form unique departments (squares). In addition, it is the common body of knowledge within educator preparation that binds our programs and academic departments into a cohesive and unique unit.

To empower graduates to fulfill our stewardship vision of “Community Engagement: A Light to and from the Mountains,” five critical performance areas are linked to the content, objectives, activities, and assessments of the courses and experiences that frame and document candidate learning in all domains. The following list of critical performance areas indicate how these performance areas align with Morehead State University’s Strategic Goals (MSU) and the Professional Education Unit’s (PEU) four core concepts described above. Additionally, the acronym and standard numbers below note links to educator preparation standards, including the Kentucky Teacher Standards (KTS), School Counselor Standards (GCS), International Society for Technology in Education (ISTE), and/or Interstate School Leaders Licensure Consortium (ISLLC). The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and 21st century skills needed to make an optimal contribution to “whole” student learning in educational settings. (MSU A to G: *Goal 1- Academic Excellence and Goal 2- Student Success*; PEU *Decision Making and Holism*; KTS 1,2, and 4; ISLLC 2:GCS A,C; ISTE TF-I. B-1)

- 2) Are competent in the collection and use of data to inform decision-making and to demonstrate accountability for student learning. (MSU A to G: Goal 1- Academic Excellence and Goal 2 – Student Success; PEU Informed Decision Making; PEU Diversity and Holistic Education; PEU Empowerment; ISLLC 2, 5; GSC A; KTS 5, 6, 7; ISTE TF-IV.B-1)
- 3) Demonstrate professional dispositions. (MSU A to G: Goal 1- Academic Excellence and Goal 2- Student Success; PEU Informed Decision Making; PEU Diversity and Holistic Education; PEU Empowerment; ISLLC 4, 6; GCS C, D; KTS 3, 7, 9; ISTE TF-V.A-1)
- 4) Are culturally competent and understand the regions from which they have come, utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students. (MSU A to G: Goal 1- Academic Excellence and Goal 2 -Student Success; PEU Diversity, Collaboration and Coalition Building; ISLLC 2,4,6; GCS A,B; and KTS 1,2,3,4,8; ISTE TF-VI.B-1, C-1, E-1)
- 5) Engage in authentic field experiences in collaboration with committed school based partners and are empowered to improve the quality of education throughout this region and beyond. (MSU A to G: Goal 1- Academic Excellence, Goal 2 - Student Success, Goal 3 – Productive Partnerships; PEU Diversity and Holistic Education; PEU Collaborations/Coalition Building; ISLLC 1, 2; GCS B, D; KTS 8, 9, 10; ISTE TF-VIII.A, D, E)

A.5. Overview Exhibits Link :

<http://www2.moreheadstate.edu/ncate/index.aspx?id=60349>

B. Standard 1

B.1. *What do candidate assessment data tell the unit about candidates' meeting professional, state, and institutional standards? For programs not nationally/state reviewed, summarize data from key assessments and discuss these results.**

The initial teacher education, alternative track, and advance preparation programs in the Professional Education Unit at Morehead State University are aligned with professional, state, and institutional standards. Programs are in process of review by the Kentucky Education Professional Services Board (EPSB). The link to EPSB is provided in the electronic exhibit room at <http://www2.moreheadstate.edu/ncate/index.aspx?id=60350>.

Initial Teacher Preparation. The data for this standard demonstrate that candidates’ knowledge, skills and dispositions are consistently assessed throughout our initial teacher preparation program through a series of common key assessments which include: a reflective philosophy of education; maintenance of a minimum 2.5 GPA; results on the PRAXIS II examinations; review of dispositions; a Teacher Performance Assessment (TPA); and systematic observation of classroom performance during clinical practice. Additionally, each initial preparation program requires program-specific assessments (identified as "Critical Performances") which are embedded within methods courses taken after admission to the Teacher Education Program (TEP) and prior to clinical practice. Additional information on the preparation of our candidates is obtained through the New Teacher Survey periodically conducted by the Kentucky Education Professional Standards Board (EPSB), follow-up

surveys of our alumni, and focus groups and advisory meetings conducted with alumni and representatives of school districts.

Evidence of candidates' preparation related to content knowledge and pedagogical knowledge can be found in the PRAXIS II results for our year of record. In the area of content knowledge our institutional pass rate ranged from a low of 91% to a high of 100%. When aggregated, this pass rate was 96% in the area of academic content knowledge, 100% for other content knowledge such as career technical education, health education, and 100% in the area of teaching special populations. In the area of professional knowledge the institutional aggregated pass rate was 99% with specific pass rates of 99% on the Principles of Learning and Teaching K-6; 100% on The Principles of Learning and Teaching 5-9; and 98% on Principles of Learning and Teaching 7-12.

Results on the PRAXIS examinations are supported by candidate performance on the critical performances embedded in methods classes, the TPA, and observations during clinical practice. By systematically addressing the Kentucky Teacher Standards, these experiences prepare our candidates to successfully complete the Kentucky Teacher Internship Program and to demonstrate a positive impact on P-12 student learning. As shown by the summaries of key assessments in the exhibits, our candidates consistently demonstrate a high degree of proficiency.

Some of the most significant points in the extensive undergraduate database and directions for continuing improvement show that our candidates are:

- Improving in their understanding of student diversity and their ability to respond to diverse learners; however, there is a need to better develop the skills needed in collaboration, accommodation, and differentiation of instruction to respond effectively to the full range of student differences. This continues to be a priority.
- Understanding that contextual factors influence what occurs in the classroom; however, there is the continuing need to enhance their ability to describe meaningful instructional implications for contextual factors. The attention paid to this critical variable has begun to pay off with improved performance on this element of the TPA during fall 2010 semester.
- Mastering the fundamentals of effective lesson design, including the linkage of national and state academic standards to meaningful instructional goals and objectives for their students; however, as a group they need to refine their skills in the use of meaningful assessment data to inform the instructional process.
- Improving in their ability to reflect critically on the processes of teaching and learning; however, they need to enhance this skill so they engage in deeper levels of reflection and are better able to articulate the instructional implications of their analyses.
- Using student performance data to demonstrate that their instruction has a positive impact on student learning; however, they need to refine their analytical skills in using these data to explore how instruction is impacting subgroups of students, particularly those who are at risk for not meeting instructional goals.
- Receiving significant training in the use of technology to support instruction; however, data from observations of clinical practice reveal that much of their utilization continues

to be supplemental and not fully integrated into regular classroom processes in a manner consistent with best practice in areas such as universal design for learning.

- Coming from regions of the country with a distinctive dialect and common language patterns which are inconsistent with standard English. Consistent with our conceptual framework, we acknowledge the rich heritage, including the local dialect of Appalachia. We have made it a priority during the TEP admission process and methods classes to work with our candidates to help them to appreciate the need for teachers to use standard English in spoken and written communication.

Dispositions for teaching are assessed at the time of TEP admission, during methods classes, and during clinical practice. Program completers (in traditional and alternative tracks) demonstrate positive dispositions and an understanding of professional ethics for school personnel. Similarly the data tables for the educational leadership and school counseling programs reveal that through formal dispositional evaluation and practicum performance, these candidates demonstrate a high level of professionalism.

Alternative Track Initial Certification Programs In addition to our traditional undergraduate preparation programs, Morehead State University offers alternative track initial certification programs in the areas of Middle Grades, Secondary Education, and Special Education. These graduate programs were designed to address critical shortage areas, provide instruction in appropriate pedagogical skills, and support individuals without prior teacher training as they move into the classroom. These programs have a strong linkage through intensive mentoring to the activities in the candidates' classrooms. While some of the program gates and key assessments are different for the alternative track programs, the accompanying data demonstrate that individuals in these programs attain or exceed the same level of proficiency as graduates from our traditional programs. By design and state regulation, all candidates successfully completing these programs have obtained passing scores on required PRAXIS II examinations.

Advanced Preparation Programs. The data for this standard are drawn from a range of assessments used in advanced programs. It is noteworthy that on all performance-based assessments in the leadership programs there were no *Novice* or *Less Than Adequate* scores. In the Director of Pupil Personnel program 88.9% of the candidates scored *Distinguished* and 11.1% *Proficient* on portfolio assessment of knowledge of the Interstate School Leaders Licensure Consortium (ISLLC) standards. A total of 88.2% of Director of Special Education candidates were rated as *Distinguished* and 11.6% as *Proficient* on the portfolio assessment of candidates' knowledge and skills related to Council for Exceptional Children Standards for Special Education Administrators, and 100% were evaluated as *Distinguished* on the practicum experience. School superintendent candidates were evaluated on dispositions, a portfolio, and a mock interview; all scored at the *Distinguished* or *Proficient* levels on these three assessments. All candidates for Supervisor of Instruction scored in the *Distinguished* range on the portfolio assessing the ISLLC standards. The School Principal Grades P-12 (Master in School Administration) program has six critical assessments required to exit the program: 1) 92 to 96% of candidates passed the *Kentucky Principal Test*; 2) 90% to 95% passed the *School Leaders Licensure Assessment*; and 3) all candidates scored at the

Proficient or higher levels on the School Law, School Finance, Exit Portfolio, and Disposition assessments.

During the last three years, a total of 70 candidates took and passed the M.A. in Counseling exit exam for a 100% pass-rate. This 100-item, multiple-choice exit exam is a criterion-based, mastery exam that is periodically revised by the counseling faculty to assure content validity and reliability. Additionally, over the last three years, all counseling candidates successfully completed either the EDGC 669 Practicum in Counseling or EDGC 679 Advanced Practicum, both of which include multiple assessments of the candidates' counseling knowledge and skills.

Results of the required portfolio and exit exam for completion of the Instructional Computer Technology Endorsement demonstrates candidates' proficiency on both the International Society for Technology in Education (ISTE), and the Association for Educational Communications and Technology (AECT) standards. Candidates completing the Reading and Writing Endorsement demonstrated proficiency on the International Reading Association (IRA) standards based on performance results in the assessment course, practicum, and exit exam. The various options under Rank I/EDS provide experienced teachers with an opportunity to expand their knowledge and skills in the areas of pedagogy, educational research, and content knowledge. As outlined in the program reviews, the courses in these options are aligned with Kentucky Teacher Standards and institutional outcomes. Rank I candidates consistently demonstrate high levels of knowledge and skills through their performance in core courses with their various applied assignments, and by their high levels of performance on the program exit exam which assesses these knowledge and skills.

B.2b. Continuous Improvement. *Briefly summarize the most significant changes related to Standard 1 that have led to continuous improvement.*

Since the last institutional review, the teacher education program at Morehead State University has been in an almost continuous state of change. Many of these changes came as a result of careful examination of the outcomes and processes within the Professional Education Unit and have been guided by a data-based approach to continuous program improvement.

In 2005, a review of PRAXIS results indicated that a significant number of P-5 candidates were struggling with the 0014 content area PRAXIS examination. A series of remedial sessions were offered to assist candidates in preparing for this exam, but as the review progressed it became clear that many candidates did not have the level of content preparation needed to do well on this exam. Additionally we found that a high percentage of candidates who were able to gain admission to teacher education under alternative mission criteria (i.e., 18-21 ACT composite) struggled on this exam and in some cases were never able to pass it. This review was further confirmed by feedback from alumni and the field that our candidates did not have sufficient preparation in the areas of working with students with disabilities, assessment strategies, and collaboration. As a result, the P-5 Program was fully revised beginning with incoming freshman in the 2007 year. The admission criteria for P-5 were tightened to ensure that individuals admitted had a high probability of success. Course

requirements outside of education were revised and additional courses in the area of assessment and differentiation/collaboration were added. The methods courses were reorganized into three methods blocks, thereby providing for more focused and integrated field experience and collaboration among faculty.

In response to dwindling enrollment, the Middle Grades Program was revised in 2004 to decrease the total number of credit hours and better align the program with the content standards. Simultaneously, a request from superintendents in our service region led the University's provost to require the program to modify its delivery to provide access at regional campuses. A student-by-student analysis of PRAXIS results conducted by the program in 2005 found low pass rates on initial test attempts. This led to modification of courses in the Middle Grades Science Teacher program to assure better alignment with the knowledge and skills required by the middle grades standards. The Middle Grades Social Studies methods course was adjusted to better align with the Kentucky Program of Studies and PRAXIS content. The mathematics methods course was revised to place an increased emphasis on modeling teaching and learning strategies which integrate math and literacy. Finally, the study of literacy skills was increased in the middle grades courses taken prior to admission to the Teacher Education Program to better prepare candidates for the demands of subsequent critical performances and clinical practice.

Until 2005, most special education candidates at Morehead State University elected to pursue a standalone special education certification. At that time the program was revised to eliminate the standalone option so that all candidates would be certified in special education and either P-5 or middle grades, thereby assuring all graduates met standards as "highly qualified." The program now provides actual collaboration between special education majors and P-5 majors during methods courses, thereby developing the skills of both groups in collaboration and designing accommodations. The admission criteria for special education were raised along with the admission criteria for the P-5 program. Subsequent PRAXIS results seem to demonstrate that in spite of the fact that special education/P-5 candidates take fewer of the content classes, they continue to do well on the 0014 PRAXIS.

The Interdisciplinary Early Childhood Education program has been struggling with low enrollment, a high number of academically weak candidates who would start the program but not meet the criteria for TEP admission, and a curriculum which was the artifact of a previous design based on a collaborative program between Human Sciences and Education. With the transfer of the program into the College of Education, the curriculum was revised to reflect its focus as an integrated early childhood/early childhood special education program. Along with the other programs in the Department of Early Childhood, Elementary and Special Education, admission criteria for IECE has been raised to require a 21 composite ACT or a passing score on content PRAXIS exam, thereby eliminating candidates who are unable to meet criteria for admission to TEP. The problem of low enrollment has been addressed through increasing awareness of IECE as an option among incoming candidates interested in working with young children.

A systematic review of the P-5, Middle Grades, and Special Education programs offered at regional campus centers was undertaken over several years. As a result, the support structure

for candidates at the centers has been enhanced by the addition of at least one full-time P-5 faculty member at each location and a part-time advisor/field placement coordinator. This latter strategy has gone a long way in facilitating candidates' enrollment at the regional programs and improving advising and quality of field experiences.

At the time of our last institutional review, the secondary education programs at Morehead State University were being restructured. A University-wide task force on teacher education recommended that the academic programs outside the College of Education take greater responsibility for management of teacher education in their area(s) with the intent to enhance a sense of ownership and improve the quality of content area instruction. However, recent reviews reveal that these goals have not been realized especially in the areas of candidate advising and preparation for certain components of the TPA. As a result new memoranda of agreement are being negotiated with each of the academic departments to spell out expectations related to teacher education.

Prior to the wholesale redesign of all master's programs as mandated by the Kentucky Educational Professional Standards Board, the faculty at Morehead State University had identified concerns with a number of our advanced programs. Specifically, the structure of the programs did not lend themselves to systematic review of dispositions or to meaningful implementation of performance-based key assessments. Programs were largely dependent on the traditional exit exam. The redesigned Teacher Leader Masters Program and redesigned Aspiring Principals Program (not contained in this review) systematically address these deficiencies. Currently, a revision of all programs in the educational leadership area are in the process of undergoing review by the University curriculum process and a task force is redesigning the post-masters Rank I and Education Specialist programs.

The extensive data on dispositions evaluations in the exhibits demonstrates this process has been used to enhance candidate accountability for appropriate professional dispositions. However, feedback from the faculty supervising clinical practice suggests the need to move away from behavioral indicators which can be easily measured in a methods class, to the development of an approach to assessing dispositions which better reflect the attitudes needed by working educators. We are currently undertaking revision of our dispositions. In addition, the process for dealing with dispositional problems was found to be largely ineffective because it was too dependent on individual advisors working with the candidate and did not provide for oversight at the programmatic level. Approved in 2009-10 and implemented in fall 2010, a new procedure has been put in place to deal with any academic, dispositional, or ethical standards concerns by a department committee.

The challenges of our geographic location and the nature of our traditional candidate body contribute to our ongoing priority to address the issue of diversity. The Professional Education Unit has implemented several strategies to assure that all or most of our candidates have more diverse experiences. Currently, all of our candidates have at least one field experience specifically focused on the needs of students with disabilities and most have an experience in a school with a diverse student body. Specific components of the TPA's various critical performances which lay the foundation for the TPA consistently call on candidates to attend to the issues of diversity in planning and delivering instruction.

Beginning in 2005, the traditional new teacher portfolio was replaced with the Teacher Performance Assessment (i.e., Teacher Work Sample), which engages the candidates in a meaningful analysis of the processes of teaching and learning and provides evidence of impact on P-12 student learning. The TPA, completed as part of clinical practice, aligns with the requirements of the Kentucky Teacher Internship Program. The results of the TPA have provided information for analyzing the content of many of the methods courses to assure that candidates are fully prepared for student teaching. Each year a team of university supervisors and methods faculty meet to review the results of the TPA for that academic year and make needed revisions.

Since our last institutional review all programs have developed a series of course embedded **critical performances** which assess the knowledge and skills needed for effective teaching prior to the clinical practice semester. Concurrent with implementation of its blocking of methods courses, the P-5 program has expanded field-based teacher preparation through the Professional Partnership Network (PPN) which involves our candidates and their methods' professors working extensively in the schools. Currently, this involves P-5 and some special education candidates in Rowan County, but beginning this year, we have implemented a similar approach at our Jackson campus and there is ongoing discussion related to potential implementation at other levels and locations.

B.3. Standard 1 Exhibit Links:

<http://www2.moreheadstate.edu/ncate/index.aspx?id=60350>

C. Standard 2

C.1. *How does the unit use its assessment system to improve the performance of candidates and the unit and its programs?*

A guiding principle of Morehead State University's Strategic Plan (Goal 1 of the Strategic Goal on Academic Excellence) is that assessment is to be motivated, informed, and evaluated in terms of its contribution to continuous program improvement. While it is understood that the results of assessment will typically indicate that programs are functioning satisfactorily, it is also expected that changes in curriculum, instruction, and practices will result from assessment efforts. The Professional Education Unit (PEU) has developed and utilizes its Continuous Assessment System (CAS) as a structure for assessing the performance of candidates, the Professional Education Unit, and its programs.

One of the most significant changes since the last NCATE visit is the climate change at Morehead State University to become an institution focusing on accountability and data-driven decision making. In 2006, a new Provost was hired, in part, to initiate a Curriculum Audit in which every academic program responded to a series of questions ranging from market viability to comparison with peer institutions. The results of that audit led to restructuring of colleges and departments. A major impact for the College of Education was that its three departments of Curriculum and Instruction; Health, Physical Education & Sports Sciences; and Professional Programs in Education were reorganized into the current

departments of: (1) Early Childhood, Elementary and Special Education; (2) Middle Grades, Secondary Education, and Master of Arts in Teaching (MAT); and (3) Foundations and Graduate Studies in Education, starting in fall 2009.

The University-wide audit also resulted in the appointment of a Director of Assessment to coordinate the implementation and administration of the University Assessment Plan. In 2009, the University adopted the WEAVE® (Write outcomes, Establish improvements, Assess performance, View results, Effect improvements) Online Assessment & Planning Management System. Currently, 180 units report in WEAVE, 90 of which are Academic, 45 Academic Support and 45 Administrative units. Each fall programs establish goals, objectives, and outcomes which are entered into the WEAVE system. Throughout the academic year programs access and review data generated by candidates' performance on targeted key assessments, employer and alumni surveys, and gate information as outlined in the Continuous Assessment System (CAS). In August, programs report on the progress in meeting goals and objectives in a WEAVE report; action plans are developed when goals are not met. Initiated in the fall of 2010 was an additional annual process of assessment--Data Strategies Report--to insure all University decisions are data-driven. Embedded in Data Strategies is a dashboard of data prepared by the Office of Institutional Research & Assessment related to the quality and efficacy of programs which impact financial and personnel decisions.

The Unit has developed the Continuous Assessment System (CAS) to systematically collect, analyze, and evaluate data. The CAS requires quantitative (i.e., PRAXIS II scores) and qualitative data (e.g., focus group summaries) from faculty, candidates, alumni, and members of the professional community to triangulate measure of candidate and program success. The CAS schedule of review for data analysis is posted with delineation of the personnel responsible for its monitoring. The College of Education Assessment Office, staffed by two assessment administrators, has oversight of the data management and portfolio system and provides program, departmental, and college support in data collection and reporting. Additional assistance in data collection and reporting are provided by the Education Service Unit, MAT office, and the University Graduate Office. Data collection and analysis are also available to the Unit through the services of the University's Institutional Research and Assessment Office which is the institutional repository for data pertaining to students, faculty/staff, and academic programs.

The CAS involves several levels of decision-making. Once data are collected from internal (e.g., Teacher Education Admission applications, key assessments) and external (e.g., Title II reports, KY Education Professional Services Board New Teacher Surveys) sources, the data are sent to departments for faculty and chair review throughout the year. A part of the information process is the involvement of the Chairs' Council and Leadership Council which act as advisory groups to the dean in setting priority assessment issues within the College of Education and Professional Education Unit. In most departments, faculty meet monthly to discuss curricular initiatives including assessment issues, revision of assessment processes, and changes within the assessment system. For example, in the fall of 2009, faculty refined the Key Assessments used to determine the gates for the initial preparation programs. These Key Assessments have in turn been used to assess candidate proficiencies in relation to

professional, state, and unit standards contained in the Conceptual Framework as candidates progress through programs. Program-specific assessments, or **critical performances**, represent the pedagogical and content knowledge, skills, and dispositions valued within each individual educator preparation program. As assessments are revised by faculty, programs and/or committees, alignment to the conceptual framework, state, and national standards is a priority as evidenced in course syllabi, state program reviews, and the University's program change and review process.

External program evaluation is conducted by the Kentucky Council on Postsecondary Education (CPE) when new programs are developed (i.e., Educational Technology, Teacher Leader Master's, Doctoral) and on a cyclical basis by the KY Education Professional Services Board (EPSB) and NCATE at the time of reaccreditation. Internal program evaluation is completed annually using WEAVE and Data Strategies to ensure continued adherence to University and Southern Association of Colleges and Schools (SACS) accreditation expectations.

The Unit strives to assure assessment procedures that are fair, accurate, and free of bias. Admission criteria for initial and advanced programs are clearly stated in University catalogs, curriculum contracts, and recruiting material. Syllabi templates are used by faculty to assure that courses have stated student learning outcomes, assignments are aligned to state and national standards, and grading procedures and expectations are explained. Faculty develop and use scoring rubrics which are posted in syllabi and on Blackboard sites. Accuracy in assessment is demonstrated in the use of required, standardized tests such as ACT, GRE, and PRAXIS II. Blind review of the TPA is conducted each semester and scorers must undergo training prior to scoring. Academic grievance procedures information is available to all candidates. A database of student concerns and their resolution is maintained in the dean's office.

The *Tk20 CampusWide Tools Assessment, Accountability, and Reporting System* is the Unit's data management and portfolio system and houses candidate data on TEP admission criteria, performance on key assessments and critical performances, dispositions, and artifacts from the Teacher Performance Assessment (TPA). Use of Tk20 enables the Unit to systematically use multiple assessments to monitor candidates' performance as they transition through their programs. This system interfaces with the University's *Colleague/Datatel* student information system.

The Assessment Committee of the Teacher Education Council (TEC) has responsibility for making assessment recommendations to the TEC. The committee, comprised of the assistant dean of the College of Education, NCATE chair, director of the Educational Services Unit, certification officer of the Educational Services Unit, and one director of a regional campus, meets at least one time per year to review the CAS and recommend changes. This enables the TEC and its representatives from the Professional Education Unit, regional campuses, and professional community to provide input about the CAS. For example, in fall 2010, TEC approved a new policy for reporting program completers based on analysis of Title II data.

In summary, the unit uses its assessment system to improve the performance of candidates, the unit, and its programs by summarizing and analyzing data at the course level, program level, department level, college and university curriculum committees, and the Teacher Education Council.

C.2b. Continuous Improvement. *Briefly summarize the most significant changes related Standard 2 that have led to continuous improvement.*

Monitoring the Candidate's Ability to Impact P-12 Learning (TPA)

The Teacher Performance Assessment (TPA) has been incorporated into the clinical practice semester for undergraduate initial certification programs. This capstone project provides evidence of a candidate's ability to design learning environments, assessments, and instructional sequences to meet the diverse needs of all students. Because the TPA undergoes blind review each semester, the scoring rubrics which are used with the TPA require intensive, face-to-face training. Following the first year of blind review, a committee reviewed candidates' performance and as a result, the scoring rubric was completely revised. Subsequent scorer training of the new rubric was conducted through Wimba on Blackboard. In the summer of 2010, a three-day session was held to review (1) the TPA and scoring processes, (2) the rubrics, and (3) data on candidate performance. After this review, instructions for completing the TPA were again refined. Scores of 2009-10 and 2010-11 will be analyzed and compared in June 2011 to determine the next steps in continuous improvement of the TPA.

Memoranda of Agreement

The chair of the English Department, the dean of the Caudill College of Arts, Humanities, and Social Sciences, the department chair of Middle Grades and Secondary Education, and the dean of the College of Education met in fall 2009 to discuss ways to ensure the quality of the secondary English Education program. This resulted in a written Memorandum of Agreement (MOA) that outlined the roles, responsibilities, and oversight of the English Education program; it was agreed to review this collaborative agreement annually. The success of this MOA has expanded to other programs (e.g., Social Studies). The goal is to complete MOAs with all secondary content area during the 2010-11 academic year. One area to be highlighted in this next phase of MOA development is moving to co-advising to ensure all candidates have knowledge of expectations and timelines of the Teacher Education Program.

University-Wide Curriculum Audit

The curriculum audit was designed to provide an in-depth analysis of all academic programs at Morehead State University. In 2008-09, MSU had 5 colleges, 23 departments, 82 undergraduate programs, and 31 graduate programs. As a result of the analysis of the data gathered during the curriculum audit (in 2009-10), MSU now has 4 colleges, 26 departments, 76 undergraduate programs, and 29 graduate programs. The audit resulted in a restructuring of the College of Education to its current organization. There will be continuous discussion to determine if the current organization best meets the needs of candidates and programs.

Program Revisions

Based on information provided by the Continuous Assessment System, several programmatic changes have been made including the following:

- In response to candidate feedback, the Counseling Program moved 10 of the 12 required classes of the master's degree to the online format enabling candidates to complete the program in a timely manner.
- In fall 2009, the minimum ACT admission score for P-5 candidates was raised to 21 based on review of PRAXIS results indicating that candidates being admitted to the TEP under alternative admission criteria (i.e. 18-21 ACT composite) were not successful on the PRAXIS. With the tightened admission criteria, PRAXIS pass rates have improved.
- Course requirements for content areas have been revised and courses in assessment and instructional differentiation/collaboration have been added.
- In the MAT Middle Grades/Secondary Programs, modules on classroom management and effective instruction strategies have been added. This program has also added another required day to the on-site number of classes to accommodate additional content.
- The Special Education certification is now pursued with P-5 or 5-9 certification to enable candidates to meet standards as "highly qualified." As a result, actual collaboration between special education majors and P-5 majors during methods courses is taking place as they learn to work together in designing accommodations. Subsequent PRAXIS results seem to demonstrate that in spite of the fact that Special Education/P-5 candidates take fewer of the content classes, they continue to do well on the 0014 PRAXIS.
- For redesign of the master's programs into the new Teacher Leader Master's Program, faculty conducted focus groups, surveys, and meetings with numerous P-12 partners over a three-year period. Partnerships have been created with urban school districts (e.g., Lexington and Louisville, KY) to provide opportunities for candidates in field and clinical placements to experience a more diverse pool of P-12 students.

Candidate Support

A series of ACT and PRAXIS preparation sessions are held each year to assist candidates in test preparation. A College of Education Advising Center has been created on the second floor of Ginger Hall and houses two full-time College of Education advisers who assist candidates throughout the Professional Education Unit with all aspects of advising including curriculum guidance, course sequencing, TEP application, and graduation planning. There are now TEP program coordinators and advisers at regional campus sites to provide support to candidates in successful program completion.

Building Candidates' Skills in Classroom Assessment

Analysis of the 2003 alumni survey data found that undergraduate initial teacher certification candidates rated "assessment" as an area in which they felt less skilled. Additional feedback from district superintendents stated that MSU's graduates needed to know more about classroom assessment such as how to align assessment with the state curriculum and how to interpret test scores. MSU followed up with (1) curriculum mapping to determine where and how classroom assessment was being taught, (2) adding instruction in classroom assessment

in the P-5, Middle Grades, and Secondary Programs, and (3) revising the TPA to more closely align the Kentucky Teacher Internship Program.

Changes in Data Collection and Management

The University's data management infrastructure has been re-engineered and redesigned and the Datatel System replaced the AIMS system. The Education Service Unit's database continues to be used for specific reporting of traditional, initial certification candidates. WEAVE is used for University-wide program evaluation. Faculty 180 software, developed by MSU professors, permits the collection and tracking of an individual faculty member's semester workload, syllabi, scholarly activity, professional development, and service activities.

Future Initiatives

- The Middle Grades Education program is initiating a change in delivery of its program to regional campus centers from Interactive Television to online. This change is based on candidate and faculty assessment of the current ITV system.
- A review of the current data management and portfolio system indicated that it did not meet our assessment needs in a consistent manner and plans are under way to convert to a new system starting in fall 2011.
- The membership of the Assessment Committee of the Teacher Education Council will be expanded to include the assessment administrators in the Assessment Office.
- Our CAS will continue to undergo regular review to insure data are collected, analyzed, and used in continuous assessment of all programs.

C.3. Standard 2 Exhibits Link:

<http://www2.moreheadstate.edu/ncate/index.aspx?id=60351>

D. Standard 3

D.1. 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?

The Professional Education Unit (PEU) places high value on collaborating with school partners to design, implement, and evaluate field experiences and clinical practice and continues to proactively improve and develop innovative opportunities to enhance collaborations. Field and clinical experiences are built on an established framework of cooperation between schools and the Unit. This framework is formally adopted by the Teacher Education Council (TEC), which includes representation from the Unit, candidates, and school-based administration and faculty.

The involvement of all stakeholders, from district administrators, to cooperating teachers, to university supervisors, takes various forms such as: collaborating and sharing candidate progress and growth information; sharing knowledge, ideas, and resources during professional development events; attending workshops together; and discussing assessment

activities of candidates, the unit, and the schools. We believe these are critical components of designing, implementing, and evaluating field and clinical experiences.

Designing Field Experiences and Clinical Practice. The design of field experiences and clinical practice is a continual refinement process that involves a wide variety of stakeholders. At a minimum, stakeholders provide design suggestions through annual and semiannual formal surveys. In other opportunities, stakeholders have a more direct, active role, including hands-on activities with Unit faculty working side-by-side to improve the design of clinical practice and field experience.

In most cases, initial Teacher Education Program (TEP) field experiences are coordinated directly by methods course faculty who, with support from the Education Service Unit (ESU), work with school-based faculty to make placements for candidates and plan the details of the field experience. Although there are broad guidelines in place for each field experience course, the final design of the field experience is set by the faculty member in cooperation with school-based faculty. This direct communication allows for the university and school-based faculty members to collaborate on the design for field experience. In the Professional Partnership Network (PPN), field experience placements are set prior to each semester during a meeting between the directors of the program and the cooperating administrators hosting candidates in the PPN. They work together to best match candidates with school-based faculty. Furthermore, to help candidates in initial TEP programs gain field experience in urban settings, each semester the unit collaborates with schools in the closest large city to coordinate full-day opportunities for candidates to work with a racially diverse student population.

In clinical practice, the ESU and Master of Arts in Teaching Program (MAT) staff work with school-based administration to place teacher candidates with qualified cooperating teachers. The process builds a foundation of cooperation between the unit and the schools and ensures that the teacher candidate experiences a positive and meaningful learning experience that aligns with Unit goals and state standards established by the Educational Professional Standards Board. In the advanced programs, the Unit works closely with school-based faculty and administrators on the redesign of programs and the creation of classes and new degree programs. For example, Unit faculty visited 38 sites/schools to listen and share suggestions regarding MSU's redesign work of the Teacher Leader Master's Program and Principal program.

Implementing Field Experiences and Clinical Practice. In initial certification field experiences, faculty members communicate directly with the school-based faculty who are hosting candidates. In clinical practice, university supervisors and cooperating teachers work together to differentiate each candidate's experience based on his or her strengths and needs.

Each semester it is expected that university supervisors meet with their partnering cooperating teachers at least four times after their initial planning conversation to evaluate the candidate's progress and discuss how to best mentor the candidate. Both school-based faculty and university supervisors complete common assessments including the candidate performance report based on the Kentucky Teacher Standards (TEP Handbook, p. 128) and

professional dispositions (TEP Handbook, p. 118). Mentoring of the candidate is also facilitated by the use of the Kentucky Teacher Standards Mentoring Inventory “Flipchart,” a guide to important mentoring topics and an official time log of candidates’ experiences in the clinical setting. This document is used as a reference throughout clinical practice by both university supervisors and cooperating teachers.

Disposition evaluations are embedded throughout the initial preparation programs, including field experiences and clinical practice. With input from school-based faculty, methods faculty formally assess candidates enrolled in methods courses. Any concerns that emerge during field experiences and clinical practice are discussed and directly addressed by Unit faculty and coordinators/directors.

Evaluating Field Experiences and Clinical Practice. The unit operates under the premise of a culture of continuous improvement and data-driven decision-making. In addition to assessments of candidates, school-based faculty and administrators provide feedback and participate in activities to evaluate and improve the Unit’s programs. At the close of the semester/year of practicum, principals and mentors are surveyed to obtain valuable information for enhancing communication and performance. Cooperating teachers complete evaluations of university supervisors to assist faculty in the discovery of ways to improve the supervision of candidates and the Unit/school partnership.

Regular sessions for Unit and school-based faculty and administrators to discuss field experiences and clinical practice are scheduled for initial programs. Cooperating teachers, PPN teacher mentors, university supervisors and faculty, and cooperating administrators are invited to clinical practice seminars (four seminars each semester) and MAT Saturday seminar sessions to provide the opportunity to participate and become knowledgeable of the teaching and learning opportunities the candidates experience, and to provide their insights for program improvement. This collaborative model serves to provide teacher candidates with improved authentic experiences in teaching and learning as well as to promote the partnership between the Unit and the schools.

In the Professional Partnership Network (PPN), program directors and school-based teachers who serve as teacher-mentors work together on committees to focus on topics including diversity and equity, collaboration, learning communities, accountability and quality assurance, and professional development. An annual event is held to provide PPN unit and school-based faculty and administrators an informal forum for improvement of unit-school partnerships and the development of the skills and dispositions that can improve candidate preparation for the profession. Furthermore, the PPN directors and unit faculty meet with PPN school-based faculty and administrators at least once every semester to evaluate the program and discuss opportunities for program improvement. Finally, the PPN provides on-site professional development for teacher mentors and Unit faculty to focus on improving mentoring, building personal leadership qualities, and improving leadership in the schools.

In all, the Unit and the schools collaborate in a variety of ways to improve the design, implementation, and evaluation of field experiences and clinical practice. The goal of these

opportunities is to improve ways the Unit and the school work together to enable candidates to develop knowledge, skills and professional dispositions to help all students learn.

D.2a. Standard on which the unit is moving to the Target Level. Describe work undertaken to move to the Target Level. Discuss plans for continuing to improve.

Collaboration Between Unit and School Partners. The newly implemented Ed.D. program, the creation of a new Teacher Leader Masters Degree Program, and the Professional Partnership Network in the undergraduate P-5 program have been designed to improve the knowledge, skills, and experiences of candidates. The planning and implementation of these and other initiatives have increased positive collaboration between the Unit and school partners.

In advanced programs, candidates are encouraged to participate and lead professional learning communities within their schools (or in neighborhood schools for candidates not assigned to a school). Advanced candidates work in concert with other educational leaders to provide support, guidance, and leadership to practitioners involved in school improvement strategies. Specific indicators that are a part of the Scholastic Indicators for School Improvement (SISI) and closely tied to improved student achievement also provide structure and guidance to program activities.

In August 2009, MSU Education Leadership faculty and the Rowan County Schools Leadership Team partnered in a targeted book study that led to a county-wide professional development on school culture (summer 2010) that was also open to MSU faculty, staff, and administrators. Going forward, improvements to the local school district, supported and enhanced by university partners, will benefit candidates who take part in field experiences and clinical practice within the county.

In initial and advanced programs, school-based faculty and administrators meet with MSU faculty to improve programs offering field and clinical experiences. Small group forum settings were used to share input in the codesign of new instructional models for advanced programs. Current school administrators serve on panels in sharing “real world” experiences with their colleagues as a part of end-of-semester projects in advanced programs. Current school administrators and board members serve in conducting mock interview sessions with candidates as a part of initial and advanced programs field experiences or clinical practice experiences.

School partners provide personnel to assist in delivery of courses and related course activities that have been codesigned; they provide personnel to mentor and coach a candidate based on identified areas of growth; provide personnel to serve on a review panel for the candidate’s capstone project(s); allow candidates access to aggregated school and district information and data; allow candidates to participate in the continuum of school-based experiences ranging from observing, participating and leading; and allow candidates to participate in school and district leadership activities.

Unit faculty provide professional development opportunities in the schools such as: (1) the mentoring and leadership skills focus of the professional development for PPN Unit and school mentors; (b) school-based faculty being invited to share specific expertise, such as innovative work being done with technology in the schools; (c) taking part in joint conversations about Senate Bill 1 and the new Common Core State Standards; and (d) Unit faculty, candidates, and a school-based faculty member and administrators attended the national Professional Development School conference to present four different sessions based on the PPN program at MSU.

Design, Implementation, and Evaluation of Field Experiences and Clinical Practice. Field experiences and clinical practice in all programs are designed to allow candidates to apply and reflect on content, professional and pedagogical knowledge, skills, and dispositions in a variety of settings with students and adults. The goal is to extend the Unit's conceptual framework into practice with the help of clinical faculty modeling and learning-by-doing. Field experiences include reflective teaching, mentoring/tutoring, and application of technology to learning situations from both the instructional and learner perspective. Candidates experience hands-on application, instructional design, and delivery of instruction to both large and small group learning environments.

Advanced program faculty, in consultation with school-based administrators, have redesigned the Principal Leadership Program. Courses and field experiences are to be codesigned and co-delivered by university and district personnel. The co-delivery will be structured in such a way as to ensure that state and national accreditation standards are met. For example: the curriculum is aligned with the Educational Leadership Policy Standards, ISLLC (2008), the Technology Standards for School Administrators (2001), and Dispositions, Dimensions, and Functions for School Leaders from the Kentucky Cohesive Leadership System Continuum for Principal Preparation and Development. Courses will include at least 10 hours of field experiences and will be designed to provide authentic P-12 principal leadership activities as per SACS guidelines. At the end of Level 1 preparation, capstone project(s) will be defended before a panel of program faculty and practicing school administrators.

Candidates involved in the superintendent practicum must log 100 hours with their cooperating administrator and complete a project determined by the candidate, cooperating superintendent, and the university practicum supervisor.

The field experience coordinator in initial certification programs and instructors work with educators in the Rowan County School District to place the individual candidates. The Level I placements are arranged by the field experience coordinator and the Level II and III placements are determined by the Unit faculty. Collaboration with school-based administrators and faculty ensures that all candidates have opportunities to experience authentic challenges.

Candidates in the Professional Partnership Network program complete more than 700 hours of field experience, prior to clinical practice and a variety of professional projects during clinical practice. These include (a) a formal professional development plan, (b) a leadership

project, and (c) a collaboration project. A component of field experiences and clinical practice also involves a multitude of opportunities for candidates to observe professional practice and have their own teaching observed by clinical faculty and, in many cases, by peers.

Both the TEP and MAT schedule university supervisor and teacher mentoring meetings on a regular basis to identify candidate needs, determine seminar content, and provide for on-going professional growth. The Unit's mentoring process is the thread that binds all facets of programs together and ensures consistency and excellence in preparing qualified candidates for teaching.

Three faculty members serve as full-time university supervisors providing a critical link between units and schools. Hiring these three faculty members has almost eliminated the need to hire adjunct supervisors and has had a positive effect on the consistency and improvement of clinical practice supervision.

Candidates enter MAT programs with significant content knowledge but limited educational pedagogy. Pedagogical knowledge is extended through a variety of activities including direct instruction; modeling best practices; module assignments; use of module products; observation of teaching by the MSU instructor and school mentor; feedback; reflections of classroom effectiveness and student success; and a plan of improvement. All are intrinsically bound by a highly systemized mentoring program.

The initial undergraduate field experience levels are being redesigned to better facilitate the alignment of field experiences, both horizontally and vertically. Faculty members analyze data to inform improvements of clinical practice. The TPA continual improvement goal is focused on candidates internalizing backwards design and making data-driven decisions.

Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn. Initial certification undergraduate candidates are monitored throughout the TEP experience by the ESU and must demonstrate professional quality at four points in time. Gate I: Admission to the TEP; Gate II: Prior to Clinical Practice; Gate III: Clinical Practice Experience; and Gate IV: Program Completion. The ESU is held accountable for ensuring that the policies and procedures set forth by the TEC are followed and that the unit's services are equitable.

Clinical Practice Assessment results indicate a positive effect on student learning and show that candidates reach mastery levels targeting professional, state, and institutional standards. For example, the Counseling Faculty, following Kentucky Education Professional Standards Board (EPSB) school counselor certification requirements, design, implement and evaluate candidates' practicum experiences. Students use a counseling log to document a minimum of 100 hours of counseling activities that include individual counseling, small group counseling, classroom guidance and consultation. Candidates must also design Classroom Guidance activities in the ASCA Career, Academic, and/or Personal/Social Domain. A Review of Research Paper must also be submitted.

Assessment of candidate performance in field experiences and clinical practices are interwoven into the curriculum design of all programs. Formative and summative assessments are content-specific and embedded into individual courses. Critical performances are also built into clinical experiences as well. The assessment and analysis of candidates during field and clinical experiences is one of the strongest forces in the continuous improvement of the Unit's programs. The TPA, Modules, and/or exit portfolios are the culminating products for candidates to showcase their knowledge, skills and professional dispositions.

The TPA is the most substantial assessment of clinical practice candidates in all initial teacher education programs. Based on the Renaissance Model of the Teacher Work Sample and aligned with the Kentucky Teacher Standards and Kentucky Teacher Internship Program, the TPA is designed to assess candidates' abilities to demonstrate the content, professional and pedagogical knowledge and skills necessary to help all students learn in the specific context in which candidates are conducting their 16-week, full-time clinical practice.

The TPA begins with a focus on contextual factors, and students are expected to quantitatively and qualitatively show a comprehensive understanding of the community, school, classroom, student, parent, and teacher factors. Candidates also demonstrate an understanding of how these factors must be considered in all aspects of professional practice, including how to design instruction by maximizing the intellectual, emotional, moral, cultural, and physical development of each student in assigned clinical classrooms. The TPA places an emphasis on candidates becoming a member of the instructional team within the assigned school and taking a lead role in making professional decisions. In completing the TPA, candidates are expected to collaborate with appropriate representatives of the classroom, school, and community in order to maximize student learning opportunities, while including the use of technology in planning, delivery, and analysis of teaching and learning.

The TPA also serves as a catalyst for the evaluation and continual improvement of field experiences and clinical seminars, enhanced preparation for candidate transition from the teacher education program to the Kentucky Teacher Internship Program and continuous improvement of the entire teacher education program.

The most substantial assessment of MAT teacher candidates is documented by critical performances and program portfolios. During the two semesters of supervised practicum, teacher candidates complete a series of key assessments aligned with "best practices" and the Kentucky Teacher Standards. The Evidence Binder Portfolio supplies mastery documentation of the 10 Kentucky Teacher Standards. The design of the MAT program allows for candidates' work to be "job embedded," that is, the products generated through the modules are used as the teacher candidates facilitate learning activities in the classroom. Documentation of the standards takes place during the two semesters of supervised practicum and is supported through mentorship by the university instructor and school-based mentor. The documentation is guided as the candidate, instructor, and mentor use the Mentoring Inventory Flipchart. The results of the candidate's work reflected in modules, record of performance observation and Mentoring Inventory documentation serve as an ideal way to

assess the MAT Program and identify areas of strength as well as those in need of improvement.

Items that are used and analyzed to provide a qualitative and quantitative evaluation of the advanced programs include: candidate enrollment for each course; feedback from candidates completing the program on the meaningfulness of course content, field experiences and expectations; evaluation of applicability and efficacy of course content, and work and clinical experiences by graduates following their first year as administrators and counselors; and a survey of area school superintendents pertaining to the school administrators whom they hire. They are asked to evaluate the leadership skills, knowledge and dispositions of the employees and offer input into program/course revision.

The following are seven critical performances for the School Leadership Component of Advanced Programs: School Finance, School Law, Kentucky Principal's Test (KPT), School Leaders Licensure Assessment (SLLA), Dispositions, Mock Interviews, and Portfolios.

Field experiences and clinical practice facilitate candidates' exploration and application of their knowledge, skills, and dispositions related to all students. Adopted program dispositions are those that have been identified as a part of the ISLLC Standards (2008). Candidates provide artifacts in their exit portfolios that reflect dispositions related to each of the six standards. They also provide a reflection for each standard, noting how knowledge, skills, and dispositions impact their ability to implement and monitor each of the Standards. School superintendent and school instructional supervisor candidates are given an additional written assessment to measure dispositions.

As part of the formal Counseling admission process for degree candidacy, candidates in the program are assessed in terms of their professional dispositions including their ability (academically and social-emotionally) to succeed within the program and to eventually perform as competent, professional master's level counselors. All faculty members teaching in the core sequence assess each candidate using a prescribed scale. Once the data are analyzed a meeting of counseling faculty is convened if concerns are raised about candidates' performance. Candidates develop and demonstrate proficiencies that support learning by all students as shown in their work with students with exceptionalities and those from diverse ethnic, racial, gender, and socioeconomic groups in classrooms and schools.

A database of accumulated field experience hours for candidates at all levels is tracked and provides supportive evidence of the efforts made to ensure diverse placements are part of candidates' TEP experience. Experiences tracked include both local field experiences and unique opportunities, such as visits to a multiculturally rich school in Lexington.

One of the greatest points of pride in the Professional Education Unit, and among our school-based partners, is the collaborative effort to continually improve the approaches and methods used to ensure candidates develop and demonstrate the knowledge, skills, and professional dispositions to help all students learn. Continual improvement of field experiences and clinical practice will be on-going, well into the future, as being a "Light to and from the Mountains" remains a high priority of the Professional Education Unit. An annual, multi-day

analysis and evaluation focuses on improving the design and delivery of the TPA. Because the TPA is an important focus throughout much of the clinical practice experience, the review session includes all four levels of field experiences. Improvement initiatives that occur as a result of the review include revisions of the TEP Handbook, changes to the evaluation and grading of candidate performance, greater collaboration among teacher educators in all teacher education program departments, enhanced communication among university supervisors and between supervisors and teachers, enhanced professional development opportunities and refinement of teacher education program-wide.

D.3. Standard 3 Exhibits Link:

<http://www2.moreheadstate.edu/ncate/index.aspx?id=60352>

E. Standard 4

E.1. *How does the unit prepare candidates to work effectively with all students?*

The Professional Education Unit at Morehead State University is committed to the preparation of our candidates in Initial and Advanced Programs to work effectively with all students. The Unit has developed significant curricular and field experience components that involve the design, implementation, and evaluation of instruction and fieldwork in foundational, methods, and clinical practice courses through the fulfillment of the 12 identified diversity competencies, listed in the exhibits, which include the following:

1. Makes learning relevant for diverse learners through the incorporation of diverse cultural contexts in curricula;
2. Displays an informed and reasoned openness to and understanding of human differences in perspective and behavior; and
3. Displays an understanding of self as a cultural being and the ways cultural socialization affects instruction and student/teacher interaction.

Initial Teacher Preparation: All undergraduate candidates in initial teacher preparation programs are required to successfully complete three courses (two prior to admission to the Teacher Education Program) that provide substantive diversity content through curricula and assessment. The required fieldwork in the following courses enables candidates to encounter P-12 student and faculty race/ethnicity, gender, socioeconomic status, English language learners, and students with disabilities diversity.

In EDF 211 Human Growth and Development, candidates are required to read *Diversity Matters: Understanding Diversity in Schools*, to develop a foundational knowledge of salient diversity concepts and principles, minority group member perspectives and treatment and experiences in U.S. schools, and the effects of oppression on minority student achievement. In the field experience component of this course, candidates work with diverse P-12 students individually and in small groups in the Fayette County Public School in Lexington, KY, to gain an understanding of cultural self and the cultures of others, to appreciate the role of community and context in education, and to show the importance of relationship-development in the success of education. Candidates are administered a 25-item multiple choice assessment to measure their diversity content knowledge gained throughout the course.

Outcome data indicate that while candidates' measured knowledge of diversity concepts and minority group member discriminatory treatment in the U.S. was high (82% accuracy), their measured knowledge of oppression theory and curriculum integration was limited (54%).

In EDF 207 Foundations of Education, candidates explore an extensive list of diversity readings including the following materials as part of a larger discussion of diversity:

1. W.E.B. Dubois, "Attacks Washington's Policy of Adjustment and Submission" and "Argues for a College Educated Elite," in *Black Protest Thought in the Twentieth Century*, August Meier, Elliot Rudwick, Francis Broderick, eds., (Indianapolis, IN: The Bobbs-Merrill Co., 1971).
2. Sonia Nieto, "Affirming Diversity" (*The School in the United States*, James Fraser, McGraw-Hill, 2001), 332-6.
3. James S. Coleman, et al. "Equality of Educational Opportunity," in *Educational Ideas in America – A Documentary History* (New York: McKay, Co, 1969).

The fieldwork in this course requires candidates to complete eight hours of observation and participation in a public school setting (six of the eight hours are completed in Lexington, Ky., at a diverse student body setting).

EDSP 230 Teaching Exceptional Students, prepares all candidates to work with diverse students by addressing the wide range of physical, behavioral, psychological, and ability differences they will encounter in their future classrooms. The course focuses on uncovering unconscious biases related to student differences and lays the foundation for planning instruction which effectively accommodates this wide range of student differences. All candidates in this course visit a classroom for one hour, twice a week, for five weeks during the semester. On these visits, candidates complete behavior observations, gather contextual data on the school and classroom, and work directly with a P-12 student or small group of students who are at-risk of falling behind in their academic performance. In selected sections of this course, candidates collaborate with candidates at Western New Mexico University to develop an awareness of and sensitivity to gender, ethnicity, and socio-economic diversity; uncover their diversity-related biases, and become aware of diversity issues in other parts of the United States via Internet discussion and joint curricula assignments. Candidates in the sections complete a diversity knowledge survey; read McIntosh's *Unpacking White Privilege*; create a list of 20 of their privileges; and work with candidates at Western New Mexico University in small groups of six-eight on Blackboard.

Once admitted to the Teacher Education Program (TEP), candidates continue to build on the foundational knowledge of diversity concepts and principles throughout programmatic course assignments, activities, and fieldwork. For example, in EDF 311 Learning Theories and Assessment in Education, candidates discuss multiculturalism and helping English Language Learners succeed in the classroom; in EDMG 332 Reading Strategies for Middle Grades, contextual factors in lesson planning are addressed; in EDUC 482 Classroom Management and Assessment, candidates study *A Framework for Understanding Poverty* and apply it to diversity issues; in EDSP 371 Field Experience in Assessment of Students with Moderate and Severe Disabilities, candidates learn how to involve families in assessment activities in a manner respectful of their culture; and in EDSE 483 Classroom Organization and Management for Secondary Teachers, candidates read instructor-provided

articles that cover topics such as bullying and sex, race issues, and SES. Candidates are required to visit the Tunnel of Oppression and write a reflection. Additionally, all initial certification programs require candidates to complete a mini teacher performance assessment as part of their methods courses. In this document, candidates are called on to apply their knowledge related to student diversity to the design of instruction that addresses the needs of all students.

The Teacher Performance Assessment (TPA), which measures candidate performance of effective planning and instruction during clinical practice, was revised in the last three years to address noted deficiencies in candidates' descriptions of contextual diversity issues that affect teaching and learning. The revised TPA is currently used to require and assess candidates' preparedness to work effectively with diverse students.

In 2008, the Master of Arts in Teaching (MAT) Middle Grades/Secondary Program developed a module to support the goals of "No Child Left Behind" that is required of candidates and used to measure candidates' knowledge of socioeconomic and students with disabilities conditions, issues and educational needs. In addition, candidates are required to conduct lessons in schools with diverse P-12 student populations.

Advanced Programs: Candidates in the Educational Leadership programs are exposed to curricular diversity education and fieldwork in courses throughout the program. For example, in EDIL 601 Introduction to School Leadership Administration candidates examine and reflect on educational structures in which prejudice and discrimination affect student learning; in EDIL 610 School Leadership Practicum candidates participate in fieldwork that takes place at Meadowthorpe Elementary in Fayette County, a school with an enrollment that includes students from 32 countries and is the only school in the district with a full-time instructor of the Chinese language; in EDIL 618 School Finance and Support Services candidates discuss the Support Education Excellence Kentucky (SEEK) system of financing school and its impact on educational opportunities for diverse populations; in EDIL 647 School and Community Relations candidates use the text, Internet, and interviews to obtain the population characteristics, customs, and traditions, community groups, economic conditions, political structures, social tensions, and power structure of a community other than their own, and it must be a community that has African Americans and one other ethnic or racial group in its composition; and in EDIL 650 Leadership for School Program Improvement candidates are required to visit and interview a principal or other leader of a school outside their district with a focus on the various diversity strengths and gaps at the school.

A core course in the School Counselor program, EDGC 620 Psychosocial and Multicultural Factors in Counseling, requires the acquisition of multicultural counseling knowledge and skills and is taught by a female African-American professor. Topics such as oppression, disparity, privilege, racism, sexism, classism, heterosexism, discrimination, socioeconomic status, religion, spirituality, education, culture, and traditional values are explored and discussed as they affect human experience, development, and adjustment. All candidates in the program must successfully complete a Cultural Identity Paper and document field work

in advocating for members of a historically marginalized group in the performance of their Social Justice Ally Development Plan.

The online Education Technology Program is designed to help candidates address 21st century learners and the use of technology to meet the needs of diverse learners. Courses on this topic include EDUC 628 Technology, Education, and Culture, which explores the philosophical and ethical use and impact of technology in the enhancement of learning environments and diverse learners and EDUC 625 Assistive Technology, which focuses on enhancing the abilities of teachers to utilize technology to meet the technological needs of diverse populations of learners.

E.2b. Continuous Improvement. *Briefly summarize the most significant changes related to Standard 4 that have led to continuous improvement.*

There have been several significant changes related to Standard 4 that have led to continuous improvement in the area of diversity. We especially want to highlight the initiatives that have been put into place to address the areas for improvement cited during the last NCATE visit.

The College of Education has been and continues to be engaged in a continual discussion of how we confront diversity in East Kentucky. These discussions have prompted the Unit to take the lead in creating and sponsoring events such as the Annual Celebration of Diversity, the Interdisciplinary Cultural Studies Conference (2005-07), and a Cultural Competency Workshop faculty/staff (2007). During the 2009-10 academic year, at the recommendation of the College of Education dean, a minority faculty member in the Unit facilitated monthly diversity discussions among members of the Provost's Council.

The Unit is taking the lead in development of diversity-designated ("D") courses with the initiation of the Diversity Curriculum Integration Seminar (DCIS) during the 2010 summer intercession. The seminar provided 12 faculty members with knowledge and procedures for understanding diverse perspectives and incorporating race, social class, gender and sexual orientation in their curricula. It required an in-person commitment of two hours per week for small group process and discussion, research and reading over a three-week period, and a two-hour follow-up session at which participants presented and submitted their redesigned syllabi. Participants' transformed syllabi were collected and reviewed using a rubric to identify the extent to which each syllabus effectively integrated diversity content and feedback. These syllabi will be used in the first university recognized diversity courses and will serve as models in future seminars.

Adoption of the *Tk20 Campus Wide Tools Assessment, Accountability, and Reporting System* enables the Unit to collect, analyze, and store data related to diversity critical performances in coursework and fieldwork such as those cited for EDF 211, EDF 207, and EDSP 230. These data will be used to continue to monitor and evaluate candidates' fulfillment of the 12 identified diversity competencies. School demographic data for field- and clinical-based sites are entered and tracked for candidates in initial programs to assure that all candidates engage with a variety of diverse P-12 learners. The Teacher Performance Assessment (TPA),

completed during clinical practice, will continue to be analyzed to determine if candidates are improving in their ability to use contextual factors in designing learning environments, assessments, and instructional sequences to meet the diverse needs of all students. These data will be used to inform changes in initial teacher preparation curricula.

Diversity critical assessments have been identified in the advanced programs and current diversity assignments, such as in EDGC 620, will be continued. Beginning fall 2011, candidates in Educational Leadership programs will be required to successfully complete a Diversity Field Experience Workshop for Graduate Students which will require the acquisition of diversity knowledge and skills and the completion of 15 hours of diversity field experience prior to program completion. The workshop will provide substantive foundational knowledge of culture, oppression, and diversity in education enabling candidates to acquire knowledge of diversity constructs and skills necessary to effectively serve diverse students as well as to develop a greater appreciation for pluralism, and diverse cultural perspectives. Candidate competence in these areas will be measured through a series of readings, online discussions, and field experience assignments including the Cultural Identity Paper diversity critical assessment.

The Adron Doran Endowment has been used to recruit minority faculty into the College of Education. The current Adron Doran Endowed Professor, a female African-American, joins other diverse faculty members in providing candidates the opportunity to interact with faculty from a broad range of diverse groups. Partnerships have been created with Fayette County (Lexington, Ky.) to assure that undergraduate, initial certification candidates have an opportunity to engage with diverse P-12 students in field experience. Candidates are placed in Louisville, Ky., another urban area, for clinical practice each semester. We also look for international exchange opportunities and in January 2011 hosted a professor from South Korea who visited our Interdisciplinary Early Childhood Education classes and field placement sites. A graduate faculty member in the Department of Foundational & Graduate Studies coordinates exchanges with faculty in Costa Rica.

During the summer of 2007, two students participated in the Chicago Public Schools Teaching Summer Residency (CPS) urban area teaching experience with financial support from the Unit. From 2005-07, funding was provided for two diversity initiatives in the College of Education: (1) Diversity-Related Field Experiences for Initial Level Candidates and (2) Diversity-Related Clinical Practice program: Trading Spaces. The former initiative implemented three levels of diversity-related field experiences and the latter provided candidates in clinical practice a unique teaching experience in an urban setting. Candidates were chosen for Trading Spaces based on GPA and submission of an essay on diversity and received \$2,000 in tuition and \$600 in housing costs. A Diversity Workbook was developed and field tested by faculty in 2007. In 2006 and 2007, four candidates and a faculty member were provided financial support to travel to China to teach English during a university-sponsored summer program. In spring 2011, two undergraduate candidates and two faculty members are traveling to New Zealand to visit universities and school systems to learn about literacy and explore this as a future site for clinical practice.

The College of Education Teacher Recruitment Program (TRP), housed in the Educational Service Unit (ESU), focuses on the recruitment and retention of minority students within MSU's Initial Teacher Preparation Programs. A variety of recruitment efforts are utilized including the formation of Future Educators Association (FEA) chapters, FEA Regional Conference, FEA Summer Camp and the College Cadet Dual Credit Program. Targeted recruitment areas include Jefferson and Fayette counties and Cincinnati, Ohio. TRP staff attends events by and for Black Achievers in Lexington and Louisville. In collaboration with the Kentucky Department of Education, the Teacher Recruitment Program oversees the Minority Educator Recruitment & Retention (MERR) Scholarship and coordinates the MSU Minority Scholarships with Enrollment Services.

Retention efforts utilized by the TRP comprise various forms. Students are encouraged to become members of the Future Teacher Corps (FTC), a group of distinguished education students who assist with both on and off campus recruitment and retention activities. With available funding, FTC members are provided with work study positions within the TRP and currently there are two minority students who serve as student employees. The TRP also provides free tutoring to minority students needing assistance with the ACT and PRAXIS test preparation. Additionally, the TRP staff has taken four groups of students to the National Alliance of Black School Educators (NABSE) Conference and/or the National Council for Educating Black Children (NCEBC) Convention. To further increase retention, the College of Education has provided financial support for minority candidates to be part of the Undergraduate Research Fellows, working on assessment and research projects in the dean's office.

The MAT program has initiated a partnership with Kentucky State University, known for its diverse student population, to recruit candidates into the graduate alternative certification program. During 2010-11, MAT coordinators have visited the Kentucky State campus and provided an orientation to the MAT program. This has resulted in the first candidate admitted into the MAT in spring 2011. Candidates in EDSP 230, through technology, are now collaborating with peer candidates at Western New Mexico University to complete projects and reflect on diversity-related biases.

The Unit has developed a written policy to facilitate the recruitment and retention of diverse faculty. The following is an excerpt of the policy, due to be approved by the Leadership Team in spring 2011:

... Diversity broadly encompasses the mixture of similarities and differences among many dimensions including: candidates' race and ethnicity, gender, age, religion, disabilities, and sexual orientation. It includes values, cultures, concepts, beliefs, learning styles, and perceptions that individuals possess. The College of Education believes that diversity is about creating an equitable, hospitable, inviting, appreciative, safe, and inclusive campus environment that embraces the full spectrum of all college community members' contributions. Our hiring practices will adhere to the Equal Employment Opportunity Commission guidelines and all search committee members will be aware of the legal and ethical requirements for equal opportunity in employment...

The Dean's Leadership Team will review the college's hiring practices and procedures, along with any exit surveys of departing personnel and the college's recruitment strategies on a yearly basis to determine the extent to which the Unit is fulfilling the hiring policy goals and annually solicit cultural climate feedback from the college's faculty and staff. Evaluations of progress made toward accomplishing equal opportunity and retention goals will be reported to the provost and shared with college faculty and staff for purpose of informing changes in policy and/or procedure or continuance of current diversity recruitment and retention strategies.

An outcome of the numerous curricular and field experience diversity initiatives is that our candidates will have the knowledge and skills to work with all students, including those who are culturally diverse and those with disabilities. Results of the 2009-10 KY EPSB New Teacher Surveys, completed by cooperating teachers, interns, resource teachers, and student teachers, indicate that we are making progress. Specifically, Question #7 asks respondents their rating of satisfaction with preparation in designing instruction and assessments for students with special needs. The mean for MSU on this item was 3.22 in comparison with means of 2.88 (2005-06); 2.97 (2006-07), and 2.93 (2007-08) in previous years. Another outcome is seen in the projects that candidates take on because they see a need and fulfill it without extra credit or academic reward. An example of this was seen during 2009-10 when members of the Kentucky Educator Association – Student Program (KEA-SP) created a Response-to-Intervention library at a local elementary school.

Helping our candidates understand and experience teaching and learning from multiple perspectives remains a high priority for the Professional Education Unit. Our goal is to ensure that graduates of our initial and advanced programs are able to successfully meet the needs of all learners.

E.3. Standard 4 Exhibits Link:

<http://www2.moreheadstate.edu/ncate/index.aspx?id=60354>

F. Standard 5

F.1. *How does the unit ensure that its professional education faculty contributes to the preparation of effective educators?*

The faculty members in the Professional Education Unit (PEU), representing all four colleges at Morehead State University, are well qualified as evidenced by the summary found in Table 11. The assignment of NCATE faculty by college on the MSU campus is presented in Table 1 found in the Exhibits List.

When faculty members are hired, they must meet the qualifications outlined in the PAC 1 Policy, Definition of Academic Titles. For example, faculty who teach undergraduate courses must hold a doctoral or master's degree in the teaching discipline or have a minimum of 18 credit hours in the teaching discipline. Faculty who teach graduate courses must hold a doctoral degree in the discipline or a related discipline. Faculty credentials also are assured through Southern Association of Colleges and Schools (SACS). In rare instances when

faculty do not meet these criteria, documentation of exceptional experience or professional qualification may be used in hiring decisions. Professional Education Unit faculty who serve as instructors or in adjunct positions may be guided by PAc Policy 1, or PAc 34, Alternative Career Track Faculty. These individuals have exceptional expertise and/or P-12 teaching and consulting experience. For example, the Teacher-in-Residence, Counselor-in-Residence, and Highly Skilled Educator-in-Residence Programs place outstanding educators on the faculty to teach, supervise, and provide service to the educational community.

Part-time faculty also must meet the qualifications in PAc 1; however, exceptional circumstances are in place in which the university may employ an individual who does not meet the minimum qualifications but has exceptional professional qualifications. As an example, an instructor may be hired for undergraduate courses who does not meet minimum degree qualifications but who has other documented competencies. Part-time instructors for graduate courses who do not meet minimum degree qualifications must be able to demonstrate regional or national recognition or show a record of refereed publications or leadership activities. In either case, the College of Education dean, the graduate dean (in the case of teaching graduate courses), and the provost must approve the justifications prior to the faculty member teaching courses for which they are qualified.

The Clinical Practice semester at Morehead State University is a partnership involving the candidate, cooperating public school teacher, and the university supervisor. The Professional Education Unit is assured that all school-based cooperating teachers are adequately licensed by the KY Education Profession Standards Board (EPSB).

A review of the professional experiences of the clinical faculty reveals that faculty have taken advantage of opportunities to serve as university supervisors for candidates in Clinical Practice, participated as University Educators in the Kentucky Teacher Internship Program (KTIP) program offered consulting services, worked with classroom teachers on grants or projects (service learning or mentoring), and taken advantage of offers to serve on program advisory committees. Master of Arts in Teaching (MAT) mentors are Highly Skilled Educators and/or retired principals and superintendents who bring talent, service, experience, and the desire to prepare efficient, knowledgeable, and competent new teachers.

The Conceptual Framework serves as the guiding “light” for the PEU faculty across the campus and ensures a common thread that ties all teacher preparation coursework together. Syllabi throughout the PEU reflect how the five performance areas of the Conceptual Framework are linked to state, national, and professional standards and reinforced and assessed in each course. The syllabi submitted by PEU faculty reflect an array of instructional strategies, use of technology, professional development, and self assessment that model teacher professionalism.

The professional faculty members develop reflection in their classes and through the Teacher Performance Assessment (TPA) project. Teacher candidates support learning by designing a Teacher Performance Assessment that employs a range of strategies and builds on each student's strengths, needs, and prior experiences. The TPA takes each candidate through the Kentucky Teacher Standards in a systematic process of designing, assessing, implementing,

instructional decision-making, and reflecting on specific lessons delivered in the Clinical Practice classroom. Rubrics evaluate each step of the TPA and culminate in a holistic rubric used by trained evaluators to assess the entire project. Candidates are supported and mentored by their university supervisor in order to complete the project at the B or above level.

Teaching. Unit faculty members have exceptional expertise in their teaching fields and incorporate research-based practices in their teaching both as a method for teaching and modeling teacher performances for candidates. Faculty members also incorporate the Kentucky Teacher Standards and the standards of appropriate learned societies into their courses as appropriate. Through their own scholarship, faculty members become aware of and include appropriate innovations and technology in the content and delivery of their courses.

Professional faculty in the College of Education also will participate in MSU's Quality Enhancement Plan (QEP). The development of the QEP reflects and affirms MSU's commitment to enhancing the quality of higher education and to the principle that student learning is at the heart of MSU's mission. The plan describes a carefully designed and focused course of action to significantly improve or even to transform student learning.

Faculty members in the Professional Education Unit use a variety of research-based instructional strategies including cooperative learning, literature or book circles, demonstrations, lecture and discussion, individual and small group practice with specific instruction and assessment tools (e.g., content reading strategies, reading diagnostic tools), project-based learning, individual and small group presentations, individual reviews of literature, instructional planning, applications of teaching strategies, service learning, case studies, growth plans, rubrics, and portfolios with reflections. In some advanced programs, candidates analyze case studies as a means of developing expertise in problem solving. A rubric for the case study enables instructors to assess the problem solving ability of the candidates. Other strategies include having candidates develop growth plans to guide their learning throughout programs. Still other strategies include projects that use school or district data to analyze, interpret, and make recommendations to the school or district.

Scholarship. A part of the evaluation criteria for promotion and tenure includes scholarship and requires faculty members to report their scholarly efforts. A review of the presentation of Scholarship in Table 11 shows that 100% of the tenured and tenure-track PEU faculty participate in a variety of scholarly activities. Additionally, evidence in the exhibits list represents in numerical format the number of scholarly activities (published, accepted, submitted, and in progress) by the Professional Education Unit faculty.

The categories of scholarly work expected of tenured and tenure-track faculty include publications, presentations, grants, or technological achievements. Faculty may publish in national or international refereed journals, regional level journals, or state and local journals. Publications also include books, book chapters, editing a book, or an invited book review. Another way faculty may demonstrate scholarship is through juried presentations which also may be at international, national, regional, or state conferences. These presentations may be

in the form of a paper, symposium, keynote speech, or workshop. Still another way faculty may demonstrate scholarship is by securing an external grant or by submitting a grant proposal, which may or may not receive funding. Finally, faculty may illustrate scholarship with technology to create a website, develop a multimedia project, or an online course. The breadth and depth of faculty scholarship, including grants, presentations, publications, and student scholarship is found in the exhibits list.

Faculty members' scholarship in the PEU also is supported with minigrants through the University Research and Creative Productions Committee. This committee also recognizes faculty campus-wide through the annual Distinguished Researcher Award and the committee's annual report of faculty research. Additional support for faculty scholarship is provided from the Office of Research and Sponsored Programs, Center for Leadership and Professional Development, and the Center for Regional Engagement.

Service. Faculty members are involved in a variety of activities, including writing grants, serving on editorial boards, serving in leadership positions in professional organizations, serving as faculty advisor to student organizations, acting as consultants to local schools/districts, providing professional development sessions, serving on local or state school boards, and participating on department, unit, university, and community committees.

The Promotion and Tenure Policies, located in the exhibits, provide examples of the types of service that are expected from faculty to meet the institution's or PEU's mission. In general, faculty may provide service to the university, college or department, P-12, or professional community.

Self-Evaluation. All faculty members complete an annual self-evaluation in teaching, service, and scholarship as part of the Faculty Evaluation Process prior to submission of the evaluation portfolio to the department and college evaluation committees. Effective performance in these areas results in continuing contracts, awarding tenure, and supporting promotion in rank. The outcome of these two evaluation systems provides faculty members with information on which they can reflect on their instruction. Further, faculty members are required to use one additional form of evaluation, such as a peer evaluation, a self-designed candidate survey, a department chair evaluation, or a course review survey. Thus, faculty members have adequate sources on which to reflect about their instruction and curriculum.

MSU uses the IDEA evaluation system for tenure-track faculty; tenured faculty may use a local/departmentally developed assessment instrument. IDEA reporting enables a college to compare the percent of class ratings that are at or above MSU's average class ratings for excellent teaching and excellent courses. For example, IDEA results for 2006-10 for the College of Education indicate that the percent of student ratings that are above MSU's averages for "Excellent Teaching" and "Excellent Course" have risen from fall 2006 and tended to remain at those higher levels after 2006.

Professional Development. Faculty members are encouraged to participate in professional development activities on and off campus. Several MSU policies are in place that outline consulting (Pac 5), sabbaticals (Pac 17), and educational leave of absence (Pac 28)

opportunities for PEU faculty. PEU policies related to faculty evaluation and development also are in place.

University colleges are budgeted travel expenditures that are allocated to individual academic departments. These funds are available for faculty to attend conferences or workshops for professional development. Allocations of these funds are adjusted each year based on revenue and expenditure projections. These funds may be internally reallocated to other discretionary operating accounts based on the needs of the department or college and therefore may vary from year to year. For the 2008-09 year, the University allocated \$507,461 to the colleges as follows:

College	Allocation
Caudill College of Arts, Humanities, and Social Sciences	\$147,986
College of Business & Public Affairs	\$ 55,262
College of Education	\$154,571
College of Science and Technology:	\$109,333
Institute for Regional Analysis and Public Policy	\$ 40,309

In addition, the provost's office offers additional financial assistance for faculty members to attend professional development conferences and the Graduate School has limited funding for graduate faculty to attend conferences.

PEU faculty members are encouraged to provide professional development activities for school partners. Specific review of faculty members' engagement in professional experiences in school settings shows that faculty members participated in training opportunities on the new Common Core Standards and Kentucky Senate Bill 1 that they will share with colleagues, candidates, and practitioners (through professional development). Other faculty members receive training on formative and summative assessment through the Stiggins workshops. These training opportunities also will be shared with teachers, teacher candidates, and peers. Still other faculty have participated in the development of the statewide principal evaluation system.

F.2b. Continuous Improvement: *Briefly summarize the most significant changes related to Standard 5 that have led to continuous improvement.*

A significant change over the last five years has been the number of courses in the teacher preparation program that are delivered via online or hybrid configurations, allowing the faculty to reach out to teacher candidates throughout the MSU service region. Additionally, many courses and programs are offered at regional campuses where MSU faculty reside and are available on a full-time basis to teacher candidates.

The use of an electronic portfolio system via Tk20; the use of the Blackboard course management system and its tools; taking advantage of professional development through workshops and conferences (e.g., Web 2.0, International Technology Education Association Conference, 2011 Educause Conference, Computer Technology Educators National

Conference, Information Systems Education Conference, The International Joint Conferences on Computer, Information, and Systems Sciences, and Engineering, technology tool training through the Office of Information Technology); and seeking grant opportunities to expand the use and understanding of technology as a learning tool are improving PEU faculty's utilization of technology.

Increased emphasis on evaluation of faculty has been made possible through the Faculty 180 system, MSU's Faculty Activity and Reporting System. In many ways, this system has standardized the data that are uploaded by faculty members both for evaluation purposes and for repositories of documents related to teaching (teaching philosophies), research (presentations, grants, and publications), and service (grants, committee memberships, and professional organization involvement and leadership). This is a system that continues to evolve and will continue to be a viable resource for evaluators and faculty members.

Increased emphasis on evaluation of faculty has enabled monies for professional development to support faculty efforts to improve professional practices in teaching, service, and scholarship. Documentation in the exhibit room showcase the result of the support by and emergence of many entities on campus to facilitate professional development.

A significant change toward continuous improvement is that the College of Education has reduced the number of adjuncts serving as university supervisors by reallocating three faculty positions to create full-time university supervisors and added three advisers to the regional campuses.

Continuous program improvement data are accumulated in the university's WEAVE® (Write outcomes, Establish improvements, Assess performance, View results, Effect improvements) assessment system, aligning program, department, and course goals and objectives with those of the college, university, and professions. Results are used to inform course and program development and improvement, enhance course teaching and delivery, and provide one of the data points for faculty self-assessment and reflection of teaching.

F.3. Standard 5 Exhibits Link:

<http://www2.moreheadstate.edu/ncate/index.aspx?id=60355>

G. Standard 6

G.1. *How does the unit's governance system and resources contribute to adequately preparing candidates to meet professional, state, and institutional standards?*

The dean of the College of Education has oversight of all academic programs leading to the preparation and certification of educators and other school personnel at the initial and advanced levels. The dean provides leadership in program coordination and collaboration with the College of Business and Public Affairs, the College of Science and Technology, and the Caudill College of Arts, Humanities, and Social Sciences in facilitating the preparation of candidates to meet professional, state, and institutional standards. The assistant dean helps with the day-to-day operation of the college and serves as the NCATE coordinator.

Beginning in July 2009, the College of Education was reorganized into the following three departments: (a) the Department of Early Childhood, Education, and Special Education; (b) the Department of Middle Grades, Secondary, and Master of Arts in Teaching; and (c) the Department of Foundational and Graduate Studies in Education. Each department is led by a chairperson who is responsible for curricular, budgetary, and personnel matters. Department chairs also provide leadership in setting annual goals, data analysis, and program changes. The department chairs, dean, and assistant dean meet biweekly. The College of Education meets as a whole a minimum of twice yearly, at the beginning of fall and spring semesters; departments meet monthly. Within two weeks of departmental and committee meetings, minutes are posted on the CoE website.

Each department has a standing committee structure to oversee curriculum proposals, promotion and tenure, and candidate academic/dispositional concerns. Each department is represented on the College of Education Undergraduate and Graduate Curriculum Committees which meet monthly. Curriculum changes for initial and advanced programs go through a multilevel process that begins at the program level, continues to the departmental and college levels, proceeds to the Teacher Education Council, and finally to the university level for approval. Likewise, teacher preparation programs that reside in colleges other than the CoE go through departmental and college review in their respective colleges before coming to the TEC. Curriculum proposals may range from a simple change in course description to a program redesign. These levels insure input and communication from all stakeholders and result in accurate publication in catalogues and recruiting materials.

Faculty members in the College of Education are supported by a number of staff at the departmental and college levels. Each department has one full-time Academic Department Specialist, and a number of work study student(s) and graduate assistant(s). The other colleges and departments throughout the larger Professional Education Unit provide staff support for faculty in the various education preparation programs.

In addition to three academic departments, the College of Education has ancillary offices which provide support for candidates, faculty and staff. The Education Services Unit (ESU) provides coordination and delivery of services in the areas of teacher recruitment, Teacher Education Program (TEP) admissions, field experiences, clinical practice, teacher certification, and first year internships for Kentucky teachers. The Assessment Office has oversight of the College of Education data management and portfolio system and provides departmental and college support in data collection and reporting and is staffed by two assessment administrators. The 21st Century Education Enterprise is a not-for-profit arm of the College of Education which promotes community engagement partnerships through educational leadership, professional development, and classroom technology innovations in East Kentucky schools. Starting in fall 2010, dedicated space was found for the College of Education Advising Center which houses two full-time professional advisors to assist candidates throughout the Professional Education Unit with all aspects of advising including curriculum guidance, course sequencing, TEP application, and graduation planning.

Morehead State University has regional campus centers in Ashland, Prestonsburg, Mt. Sterling, Jackson and West Liberty. To support education courses offered at these centers, a total of four full-time CoE faculty and three full-time advisors/field experience coordinators are housed at Ashland, Prestonsburg, and Jackson campuses. The two assessment

administrators travel each semester to regional campuses to assist with TEP applications and digital portfolio management. Other student support services, such as counseling, financial aid, advising, tutoring, and testing preparation, are offered at the regional campus centers.

The College of Education Leadership Team meets the third Friday in September, October, February, and March. Membership includes department chairs; a faculty representative for regional campuses; the Director of the Education Services Unit; the coordinator of Master of Arts in Teaching (MAT) program; a representative from secondary education; a representative from diversity initiatives; a representative from support staff; a representative from the Assessment Office; the director of the 21st Century Education Enterprise; the assistant dean and NCATE coordinator; and the dean of the College of Education who chairs the meeting. The purpose of the leadership team is to assure candidate success by providing ongoing guidance and monitoring of the conceptual framework, continuous assessment system, and key performance indicators.

The Dean's Candidate Advisory Council meets one time per semester to provide candidate perspectives on teacher education programs and processes. Council representatives, recommended by faculty and department chairs, are from a variety of programs including the Morehead regional campuses.

The Teacher Education Council (TEC) is the governing body of teacher education at Morehead State University. MSU views teacher education as the responsibility of both the College of Education and the academic disciplines in the other colleges. Every faculty member who teaches prospective teachers, no matter what his/her discipline, should see teacher education as a significant part of his/her responsibilities. In addition, every academic department outside the College of Education that has programs leading to teacher certification should have at least one faculty member who is formally designated as a "content-based teacher educator" and who is responsible for keeping his/her department abreast of issues of pedagogy and licensure.

The TEC recommends requirements that govern our Teacher Education Programs, advises appropriate units of the University of teacher education policies, monitors data assessment, and provides leadership in early childhood, elementary, middle, 5-12, P-12 and secondary education reform. The TEC meets the first Wednesday of the month. Membership consists of at least one representative from each of the following stakeholders: the Professional Education Unit, public school administrators, an undergraduate and graduate candidate, public school teachers, the regional community colleges, and a community member. The dean of the College of Education solicits nominations for the public school and community representatives and appoints Professional Education Unit representatives based on input from the other MSU deans. The intention is to ensure that representation from appropriate stakeholder groups is in attendance at all meetings.

Admission policies for all programs are available in multiple formats and reviewed annually. Policies are printed in online catalogs, available for download from MSU, CoE, and departmental homepages, and handed out in promotional materials at open houses and information sessions.

The standard teaching load for College of Education full-time faculty is 24 hours per academic year or 12 hours per semester. For undergraduate faculty the normal load is eight courses per year. For graduate faculty a 1.33X credit formula is used which calculates to six courses yearly. Non-tenure track faculty may teach up to 27 semester hours a year, depending on department needs. According to PAc-29, a full-time tenure-track or tenured faculty member's standard teaching load includes class preparation, study, grading, student conferences, advising, faculty meeting attendance, and other related requirements. Workloads can be adjusted, after consultation with the department chair, to provide reassignment for certain special responsibilities within the department, college, or university such as grant projects, NCATE work, and serving on the President's Leadership Academy. Department chairs receive reassigned time from teaching for administrative duties. Faculty workload for supervision of clinical practice is .85/candidate. Clinical faculty supervising candidates in initial programs maintain a maximum caseload of 30 at the undergraduate level and up to 15 in the MAT program.

The budget for the College of Education increased three of the last five years, averaging \$7,564,620 per year. University support has enabled the upgrade of six classrooms in Ginger Hall to include Smart™ technologies during 2009-10 with additional classrooms to be renovated by the end of 2010-11. In comparison with selected benchmark College of Education units (where budget information can be located), our institutional allocation is comparable or higher.

Library resources support the unique academic needs of the Professional Education Unit and faculty and staff are urged to provide input on what is purchased. The 2009-10 library budget for academic units was \$770,920 with \$106,467 designated for the College of Education. The building offers 112,500 total square feet of space, 523,800 volumes and subscribes to 2,200 print journals. Electronic holds include 59,300 e-books, 20,500 full-text journals, and 120 online databases. The building has 47 public computer work stations and offers wireless networking. Four of the regional campus centers are served by cooperating libraries via service agreements; one librarian and one full-time staff member travel regularly to these centers.

MSU maintains a Microcomputer Acquisition Program (MAP) which replaces computers in academic labs, classrooms, and campus offices on a four-year cycle to assure up-to-date desktop and portable computer technology. All classroom buildings on the main and regional campuses have computer labs; wireless Internet access is available in all classroom buildings, student centers, library, common areas, and most resident halls. The Student Laptop Program provides candidates the option of leasing either a Windows-based laptop or an Apple MacBook. The program allows candidates to spread the cost of a premium machine over four years through a lease. MSU has significantly increased its use of online learning and interactive television (ITV) to meet the needs of Kentuckians in our service region who are place bound.

G.2b. Continuous Improvement: *Briefly summarize the most significant changes related to Standard 6 that have led to continuous improvement.*

Since the last NCATE visit in 2003, a number of changes at Morehead State University have significantly impacted the unit's governance and resources as related to standard 6. These changes also reflect our response to the areas of improvement cited during the last visit:

1) Revision of the MSU vision, mission, and goal statements: In January 2005, Dr. Wayne Andrews became the 13th president of the institution and the ASPIRE (Academic Excellent, Student Success, Productive Partnerships, Improved Infrastructure, Resource Enhancement, Enrollment and Retention Gains) strategic plan themes were implemented. This plan, designed through an elaborate and broadly participatory process, guides all actions at the University and has recently been revised to carry us forward to 2014.

2) New leadership and reorganization of the College of Education: Following a national search, Dr. Cathy Gunn assumed leadership as dean of the College of Education in July 2005. At that time, the College of Education housed three departments—Curriculum and Instruction, Health, Physical Education, & Sport Sciences, and Professional Programs in Education. In 2006, Dr. Karla Hughes began as provost and initiated an all-institution academic audit during 2007-08. As a result, the College of Education was reorganized into the Department of Early Childhood, Elementary and Special Education; the Department of Middle Grades, Secondary and MAT; and the Department of Foundational and Graduate Studies in Education. The Department of Health, Physical Education & Sport Sciences was removed from the College of Education, divided and relocated to the College of Business and Public Affairs and the College of Science and Technology. The chair of the former Department of Curriculum and Instruction became the chair of Early Childhood, Elementary and Special Education, the interim Assistant Dean became the chair of the Department of Foundational and Graduate Studies in Education, the former chair of Health, Physical Education & Sport Sciences served as chair during the 2009-2010 transition year before retiring and a new chair of the department was hired in July 2010 following a national search. A new assistant dean began in July 2009.

3) Morehead State University's classification as a "Community Engagement Institution" by the Carnegie Foundation for the Advancement of Teaching in 2006: The revised Conceptual framework "Community Engagement: A Light to and from the Mountains" reflects our increased focus on community engagement and regional stewardship. For example, in response to our previous NCATE visit, we now make sure that community and regional campus partners are represented on decision-making councils and committees such as the TEC and the College of Education Leadership team. Our commitment of outreach to the East Kentucky service region is demonstrated in the ongoing P-12 professional development activities made possible by the grants and projects through the 21st Century Education Enterprise.

4) A continued integration of current best practices in the field of education: Several highlighted areas demonstrate our commitment to continuous improvement in the integration of best practices in the field of education:

- The dean of the College of Education provides additional financial support for professional development activities above what is allocated at the department level to assure that faculty members have opportunities to continue their learning.
- The Professional Partnership Network (PPN) provides yearlong field placements for candidates in the Rowan County School District and there are plans to expand this partnership to Jackson County in fall 2011.
- To reduce dependence on adjunct supervisors, faculty positions in the Department of Early Childhood, Elementary and Special Education, were reallocated to three clinical positions to allow for the hiring of full-time University Supervisors for candidates in initial certification programs.
- As of December 2010, per state mandate, all master's programs in teacher education were suspended and the Teacher-Leader Master's programs have officially begun.
- The dean of the College of Education serves on the state Education Professional Services Board.

5) Increased attention to diversity and the changing demographics of the

Commonwealth and a global world: The College of Education has taken the lead in developing courses focusing on diversity which will be institutionally designated as D-courses. Twelve faculty members representing each of the three departments and initial and advanced programs completed pilot seminars in 2010 to add this dimension to the college and institutional curriculum. In addition, all candidates are required to complete 15 hours of field experience in diverse environments, a policy set by the Teacher Education Council. Dr. Lynn Spradlin, professor and author of *Diversity Matters* was hired as the Adron Doran Endowed Professorship in Educational Leadership to help implement strategies to assure our candidates have diverse experiences. For example, a travel budget exists to send candidates in the EDF 207 Foundations of Education to Lexington, Ky., to spend a day in the Fayette County schools. Dr. Kitty Warsame is taking the lead in development of the new ESL endorsement, scheduled to begin in spring 2012. Partnership plans are under way to offer the MAT programs to students at Kentucky State University.

6) Refinements in the system for assessing candidates and program quality: The climate of Morehead State University is becoming more assessment- and accountability-centered resulting in centralized processes for student and program assessment. The institution has adopted WEAVE® (Write outcomes, Establish improvements, Assess performance, View results, Effect improvements) as its assessment system, aligning program and department goals and objectives with those of the college and university. Programs and departments plan and evaluate goals and objectives and yearly data retreats are scheduled to analyze results and make program changes. Faculty180, an electronic database and storage system, houses faculty information including vita, workloads, scholarship, and service activities. The College of Education adopted *Tk20 CampusWide Tools Assessment, Accountability, and Reporting System* as its data management system in fall 2007. This system houses candidate assessment information such as critical performances, field and clinical practice experiences, and the Teacher Performance Assessment.

7) Technology: Improved technology throughout the institution has resulted in an infrastructure that supports a variety of course delivery models including hybrid and online instruction and in 2009-10 there were 99 undergraduate and 194 graduate distance learning

courses. All faculty have Blackboard sites for course management. WIMBA is used in scorer training for the Teacher Performance Assessment and in online courses. The Education Technology Graduate Programs are offered completely online; all courses in Leadership Studies and School Counseling are online with practicum being the only face-to-face portion of these advanced programs.

G.3. Standard 6 Exhibits Link:

<http://www2.moreheadstate.edu/ncate/index.aspx?id=60356>