



**Grand Valley State University
College of Education
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Grand Rapids, MI 49504**

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Overview of the NCATE 2006 Institutional Report

Change and growth have been Grand Valley constants since its founding in 1960. The university had 226 students in its first class; it now has over 22,000 enrollees and 54,000 alumni. The first Education candidate graduated in 1969; last year over 1000 candidates earned initial certification or advanced degrees, and over 600 were awarded advanced certificates and endorsements.

To place the unit and the university in its recent historical context, we look back briefly to the 2000 NCATE Continuing Accreditation Report. Its purpose was the same as it is for this 2006 report: to record changes since the previous NCATE visit and suggest directions for the future. The 2000 report concluded with this observation:

“As the fastest growing School of Education in the fastest growing university in the state, the unit must ensure program quality while negotiating the challenges posed by student and program growth.”

In 2000, the most significant change on the university horizon would be the retirements of its President and Provost. Both had held office for over thirty years and were among the longest serving executive officers in the nation. President Mark Murray and Provost Gayle Davis have assumed leadership since that time, each with remarkable grace and well-deserved regard. Furthermore, academic and student affairs have been entirely restructured, going from three arts and sciences divisions and four professional schools to one arts and sciences college, one interdisciplinary college, and six professional colleges.

In 2000, at least two changes for the unit were on the horizon, although at that time we weren't aware of either one. First, the College would be completely restructured, going from two units to six. Second, during just a three-year period, we would proceed under the leadership of three different deans.

In its short history, the unit has been housed in at least four cities, in at least 12 buildings, and has gone by the names of “Center,” “Institute,” and “School.” Then in 2002, we moved into one building on one campus and finally had a home. In 2003, the appointment of Dean Elaine Collins brought experienced and perceptive leadership to the unit. And in 2004, our position in the university advanced from School of Education to “College of Education.”

The pages that follow demonstrate continued change and growth—extraordinary change and dynamic growth, in fact—but they also demonstrate the unit's determination and increased capacity to be intentional and deliberate in shaping its future. This report describes an evolving and maturing unit, the choices it has made, and directions under consideration as we proceed into the future.

Grand Valley State University

Grand Valley State University is a state-supported, self governing four-year public university. Founded in 1960, Grand Valley is committed to excellence in teaching and learning in the liberal arts. Chartered by the Michigan legislature in response to the need for a public, four-year college in the state's second largest metropolitan region, the main campus is located in Allendale, Michigan, 12 miles west of Grand Rapids and 25 minutes from the Lake Michigan shoreline. Grand Valley's remarkable growth has changed a small rural college into a regional comprehensive university. Today, more than 22,000 students attend undergraduate and graduate classes compared to 17,500 students in 2000. With state-of-the-art facilities on both the suburban Allendale campus and the urban Grand Rapids Pew Campus, Grand Valley is a top school choice for Michigan residents and an increasing number of out-of-state and international students. The 2005 freshman class profile shows county, state and country of residence, along with gender and ethnicity demographics. The Grand Valley student body as a whole, while somewhat reflective of West Michigan, has increased its diversity in the last five years. Undergraduate students are traditional in that most students attend full time and reside in modern campus living centers. The high school grade point average increased from 3.34 in 2000 to 3.53 in 2005.

Grand Valley State University's mission includes a strong commitment to excellent teaching and learning, active scholarship and community service. The university is characterized by and known for its student-centered teaching and learning. Faculty, rather than graduate assistants, teach classes where the number of students per class averages 26. Grand Valley offers over 200 areas of study, including 69 undergraduate majors and 25 graduate programs. The university offers a broad educational experience that combines liberal learning with preparation for a career or profession.

Based on the belief that teaching excellence at the university depends upon active faculty scholarship, Grand Valley supports basic and applied research. Active scholarship has led to numerous collaborations with business, government and community organizations. These collaborations reflect the benefits of a liberal education that extends beyond the classroom to lifelong learning and partnerships that improve the quality of life in the region.

Grand Valley State University values the collaboration of the faculty, staff, and students with external partners in addressing mutual interests and regional needs. The university offers the West Michigan communities it serves, resources and assistance in their own pursuit of knowledge. The Grand Valley Steelcase Library on the Pew Campus houses the Grand Rapids Bar Association Library. The West Michigan Science and Technology Initiative and the Grand Rapids African American Health Institute are located in the Grand Valley Cook-DeVos Center for Health Sciences.

In a 2004 self-study, Grand Valley State University identified and reaffirmed five strategic goals in the areas of high quality teaching, liberal arts education, external partnerships, heightened diversity and an enhanced campus culture of learning. These goals build on Grand Valley State University's mission and chart a path for its future direction.

College of Education

The College of Education is one of eight colleges in the university and is its largest graduate school. It received NCATE accreditation in 1987, and earned continuing accreditation in 1995 and again in 2000. The college offers initial and advanced programs that lead to Michigan provisional certification, graduate degrees, professional certification, certificate renewals, endorsements and approvals. In 2004-05 credential awards included:

- 421 elementary certificates
- 203 secondary certificates
- 454 professional certificates
- 131 graduate endorsements
- 416 Master of Education degrees

The College of Education is committed to the development of quality educators through its professional programs that combine learning theory with intensive practice. In order to maximize efficiency and accountability, in 2002 the college reorganized into three service units and three academic units. Of the service units, Administrative Services assists with accreditation, state program approvals, data collection and reporting and manages the unit web site. Community Outreach provides program outreach support, plans workshops, conferences, convocation, and leads the alumni association. The Student Information and Services Center provides a welcoming, visible space where students receive assistance with admissions, advising, field placement, and certification and endorsement information and requirements.

The three academic units vertically integrate graduate and undergraduate programs. Within Curriculum and Instruction are the disciplines of Early Childhood, Elementary, Middle and Secondary, Reading, Teaching English to Speakers of Other Languages, and Educational Differentiation. Foundations and Technology is responsible for advanced and initial foundations courses, Educational Technology and School Library Media. Leadership and Human Services manages Special Education, Special Education Administration, Educational Leadership and School Counseling. This configuration provides an opportunity for a systematic program review, varied teaching assignments and additional scholarship and research opportunities for faculty and students. Table A at the end of this section provides information on faculty.

The College of Education believes that a strong content background is vital to teaching success. Acting on that, the unit continues to build strong connections with the College of Liberal Arts and Sciences, the Seidman College of Business, and the Padnos College of Engineering and Computing. These colleges prepare students within their respective majors and minors prior to College of Education admittance. The Teacher Education Advisory Council (TEAC) serves as a discussion body between academic programs and the College of Education. TEAC members come from the academic units that offer programs that lead to educational certification and include the Deans of the College of Education and the College of Liberal Arts and Science.

Strategic Planning:

The College of Education began the process of strategic planning under the direction of its current dean who assumed leadership in 2003. Keeping in mind the university's strategic planning, these initiatives emerged as key to our continued growth:

1. Building a Strong Community
2. Securing Necessary Resources
3. Diversifying Students and Faculty
4. Creating a Strong Technology Infrastructure
5. Ensuring Unit Quality

Major Changes since the 2000 Continuing Accreditation Review:

- The College of Education moved from the Allendale campus to the downtown campus that includes the Eberhard Center, DeVos Center, and the Fulton Street Building. Extensive renovations to the Eberhard Center are beginning and by 2007 all College of Education faculty and staff will be located in state-of-the art classrooms and offices within the Center. The State of Michigan together with Grand Valley State University is funding this \$1,000,000 investment in the College of Education's future.
- The Grand Valley Department of Information Technology in partnership with the College of Education Technology Task Force focused on upgrades and training. After completing surveys and needs assessments, the task force developed a technology plan for faculty, staff and students that included extensive training and support in computer hardware and software, Blackboard usage, web site creation and use. With a database consultant position funded, we have achieved an organized and computerized internal record keeping system that has the capacity to generate meaningful data reports. Additionally, the database consultant has been instrumental in establishing the trends and tracking components of the NCATE assessment plan. The College of Education is a leader in technology use and several systems now serve as campus models.

- The College of Education Office of Grants made great strides in building a culture of grant writing. Unit grants now total over 1.6 million dollars, exceeding our history of annual revenues in the past 15 years by approximately 1 million dollars.
- The College of Education engaged in a five-year effort to streamline and strengthen curriculum with these results.
 1. Added a Master's of School Counseling program
 2. Moved to implement an Educational Specialist program pending North Central Association approval and final University approval
 3. Developed a Differentiated Learning program in place of Gifted and Talented
 4. Combined various advanced emphasis program areas into an Advanced Content Specialization degree
 5. Added Latin as a teachable secondary major and minor at the initial level
 6. Discontinued the advanced level hearing impaired program due to low enrollment

The College of Education established an alternate delivery program, the Graduate Teacher Certification program, prior to the 2000 NCATE review. The program serves college graduates who hold a degree in another discipline but aspire to a teaching career. It is an intensive program where candidates first fulfill requirements for a teachable major and then commit to a one year, full time course load that includes two consecutive semesters of field experience. The Graduate Teacher Certification program allows participants to earn an elementary or secondary teaching certificate plus credits toward a master's degree.

The Michigan Department of Education and the Office of Professional Preparation Services approve all professional education programs. Table B at the end of this section lists College of Education programs and indicates state approval status and Specialty Professional Association (SPA) reviews. In 2004-05, nine advanced programs received Specialty Program Association recognition: Elementary Education, baccalaureate and master's levels, Reading, Special Education Administration, Educational Leadership, Learning Disabilities, Emotional Impairment, baccalaureate level and master's levels, and Cognitive Impairment.

Neither Grand Valley State University nor the College of Education offers complete programs via distance learning technologies, but off-campus courses are offered in conjunction with Continuing Education. At the Holland and Muskegon centers, both within fifty miles of campus, Education courses are offered but no complete programs. At

the Traverse City Center in northern Michigan, candidates may complete initial certification or advanced programs in elementary education, early childhood education, and educational leadership. Additionally, cohort groups of educational leadership candidates have formed in four parts of the state; regular College faculty travel to these locations for instruction. Full time College of Education faculty coordinate and deliver all programs, and all offerings correspond to the College-wide syllabi of record, assessments of record, and data-gathering systems.

Table A
Academic Rank of Professional Education Faculty
For Academic Year 2004/05

Academic Rank	# of Faculty with Tenure	Non-Tenured Faculty	
		# on Tenure Track	# Not on Tenure Track
Professors	8	0	0
Associate Professors	15	4	0
Assistant Professors	2	15	0
Instructors	0	0	26
Lecturers	-	-	-
Graduate Teaching Assistants	-	-	-
Other	-	-	-
Total	25	19	26

Table B
Program Review Status
Professional Education Programs
2005-2006

Program Name	Award Level	Program Level	Candidate Number (Fall 2005 Enrollment)	Reviewing Agency (MDE or SPA)	Status of National and State Program Reviews	
					Program Review Submitted	Current Status
Advanced Content Specialization	M. Ed	Advanced		NA	NA	New program, 2005
Biology	BA/BS Endorsement	Initial	45	MDE	Yes	Approval pending
Chemistry	BS Endorsement	Initial	18	MDE	Yes	Approved, 2004
Cognitive Impairment	BA/BS Endorsement	Initial/Adv	82	CEC	SPA	National recognition, 2005
Computer Science	BA/BS Endorsement	Initial	12	MDE	Yes	Approval pending
Early Childhood Developmental Delay	M. Ed Endorsement	Advanced	38	NAEYC/CEC	Yes	SPA resubmission, 2006
Early Childhood Education	M.Ed Endorsement	Advanced	100	NAEYC	SPA pilot	SPA resubmission, 2006
Earth/Space Science	BS Endorsement	Initial	18	MDE	Yes	Approved, 2004
Economics	BA/BS Endorsement	Initial	4	MDE	Yes	Approved, 2005
Educational Differentiation	M.Ed	Advanced	13	NA	NA	New program, 2005
Educational Leadership	M.Ed	Advanced	195	ELCC	SPA	National recognition, 2005
Educational Technology	M.Ed	Advanced	55	None	NA	
Elementary Education	M.Ed Endorsement	Advanced	95	MDE	NA	New program, 2005
Elementary Education	Certification	Initial	863	MDE	SPA pilot	National recognition with conditions, 2005
Emotional Impairment	BA/BS/M.Ed Endorsement	Initial/Adv	54	CEC	SPA	National recognition, 2005
English	BA Endorsement	Initial	115	MDE	Yes	Approved, 2002
French	BA Endorsement	Initial	9	MDE	Yes	Approved, 2004
Geography	BA/BA Endorsement	Initial	21	MDE	Yes	Approved, 2005
German	BA /Endorsement	Initial	8	MDE	Yes	Approved, 2004
Health	BA/BS Endorsement	Initial	25	MDE	Yes	Approved, 2003
History	BA/BS Endorsement	Initial	146	NCSS	SPA pilot	Under state review
Integrated Science	BS Endorsement	Initial	79	MDE	Yes	Approved, 2004

Program Name	Award Level	Program Level	Candidate Number (Fall 2005 Enrollment)	Reviewing Agency (MDE or SPA)	Status of National and State Program Reviews	
					Program Review Submitted	Current Status
Language Arts	BA Endorsement	Initial	252	MDE	Yes	Approved, 2004
Latin	BA Endorsement	Initial	1	MDE	Yes	Approved, 2003
Learning Disabled	M.Ed Endorsement	Advanced	150	CEC	SPA	National recognition, 2005
Mathematics	BA/BS Endorsement	Initial	167	MDE	Yes	Approved, 2002
Middle Level Education	M.Ed Endorsement	Advanced	43	NMSA	NA	New program
Music Education K-12	BME Endorsement	Initial	21	MDE	Yes	Approval pending
Physical Education K-12	BS Endorsement	Initial	127	MDE	Yes	Approval pending
Physics	BS Endorsement	Initial	11	MDE	Yes	Approval pending
Political Science	BA/BS Endorsement	Initial	21	MDE	Yes	Approved, 2005
Psychology	BA/BS Endorsement	Initial	98	MDE	Yes	Approved, 2005
Reading Specialist	M.Ed Endorsement	Advanced	11	IRA	SPA pilot	National recognition with conditions, 2005
Reading/Language Arts	M.Ed Endorsement	Advanced	131	MDE	Yes	Approved, 2001
School Counseling	M.Ed Endorsement/ License	Advanced	112	MDE	Yes	Approved, 2004
School Library Media	M.Ed Endorsement	Advanced	20	ALA	SPA pilot	SPA resubmission, 2006
Secondary Education	Certification	Initial		MDE	NA	NA
Secondary Level Education	M.Ed Endorsement	Advanced	41	MDE	NA	New program, 2005
Social Studies	BA/BS Endorsement	Initial	250	NCSS	SPA pilot	Under state review
Sociology	BA/BS Endorsement	Initial	14	MDE	Yes	Approval pending
Spanish	BA Endorsement	Initial	70	MDE	Yes	Approved, 2000
Special Education Administration	M.Ed	Advanced	77	CEC	SPA pilot	National recognition, 2005
Teaching English- Speakers of Other Languages	M.Ed Endorsement	Advanced	25	MDE	Yes	Approved, 1999 New standards pending
Visual Arts Education K-12	BA/BS Endorsement	Initial	21	MDE	Yes	Approved, 2003

Conceptual Framework: Summary and Changes

The development of the conceptual framework began in 1997 when a 10-person faculty committee formed and consulted with individuals in the unit, the university and with our school partners. After many discussions and revisions, it was formally accepted and published in 1999. In their report after the visitation in 2000, the Board of Examiners said of the conceptual framework and its knowledge base that it “undergirds the School of Education . . . is reflected throughout the School of Education’s curricula and assessments . . . (and) is well grounded in current research.”

During the current accreditation cycle, the framework was first reviewed by unit heads and faculty representatives in Leadership Team. Most changes that were suggested were minor except for the description of the newly designed unit-wide assessment system. Changes in the assessment system involved virtually all faculty and staff, either through direct participation in meetings over a period of three years or through participation in unit discussions with unit heads and program coordinators. The assessment system that resulted has been shared with and used by unit faculty, arts and sciences faculty, school faculty, building and district administrators, and candidates themselves. Major and minor changes since 1999 are outlined here.

Institutional and Unit Mission

The university's mission, vision and values were the subject of a two-year, university-wide, spirited conversation. These portions selected from the lengthier university vision, reaffirmed and also strengthened the university's earlier positions regarding the place of the liberal arts, growth of graduate and professional education, relationship of teaching to other expectations, and the university's commitment to diversity.

“Our highest priority is to offer outstanding teaching in all of our undergraduate and graduate programs . . . Grand Valley State University is committed to providing each student a broad educational experience that integrates liberal learning with preparation for career or profession . . . Excellence in teaching at the university depends upon active scholarship by faculty members. . . We seek and welcome a diverse group of students, faculty and staff. We value a multiplicity of opinions and backgrounds and seek ways to incorporate the voices and experiences of all into our university.”

The unit's mission mirrors that of the university in its commitment to graduate and undergraduate education and to teaching excellence reinforced by active scholarship. Our philosophical perspectives represent ideological diversity; our values promote candidate diversity and helping all students learn. The foundation of degree preparation is an understanding of the liberal arts; for professional preparation it is an understanding of the foundations of education, its philosophy and history. In the conceptual framework the unit's mission, vision and values were refocused and rephrased to be more direct.

- Unit Mission: We develop quality educators to teach, lead, and serve in local and world communities.
- Unit Vision: We envision our future as a community of educators who promote teaching excellence, active scholarship, and social responsibility.
- Unit Values and Dispositions: Inquiry, Ethics, Collaboration, Decision Making

Philosophy, Purpose and Goals

This revision clarified a section in the earlier document regarding the relationship between a wide variety of philosophical orientations and maintaining a balanced view of education.

“While philosophical variety can provide candidates with a balanced view of the educational realm, we acknowledge that it can also bring about considerable internal struggle regarding the purpose of education and our role in it. We believe, however, that this struggle is valuable and necessary if we are to realize our vision of teaching excellence, active scholarship, and social responsibility.”

Knowledge Base

The conceptual framework's knowledge base was reviewed for currency. References were made more explicit for technology and issues of equity and access, and several sets of professional standards were added to reflect the change in the unit assessment system.

Performance Expectations and Alignment with Standards

With the change in the Michigan-NCATE review process, all specialty programs are now reviewed by their NCATE-approved specialty organization once they receive Michigan approval or until the state adopts new standards. With the former process, state review was required and national review was optional. The tables in the conceptual framework reflect this change.

Assessment System

The most significant change in the 2006 conceptual framework was the result of the revised unit assessment system. The 1999 assessment system addressed common expectations but did so within an array of separate course assessments. The 2006 framework retains common expectations but does so within a system of unit-wide standards and common assessments. These concepts characterize the revised system.

- Common Transition Points
- Common Standards
- Common Courses for Each Standard
- Common Assessments for Each Course
- Common Rubrics for Each Assessment
- Common Evaluation Forms and Evaluators

Evidence of the Conceptual Framework throughout the Standards

The mission, vision and values articulated in the conceptual framework provide guidance for the preparation and assessment of candidate knowledge, skills, and dispositions. Additionally, it provides guidance for the faculty in carrying out its responsibilities and for the entire unit as it considers resources and priorities.

These six themes also occur in each of the three areas: curriculum and candidate preparation, faculty and professional community, and unit resources and priorities. When discussing unit operations we will do so by focusing on five unit-wide initiatives that were taken on by groups of faculty and staff over the past three years and which have contributed immensely to the success of the unit.

Shared Vision

The unit and the university share a common vision as described in each of their goals: the university's mission of "excellent teaching, active scholarship, and public service" and unit's vision of "teaching excellence, active scholarship, and social responsibility." Furthermore, the unit's statement of purpose and goals acknowledges the vision it shares with its own candidates and alumni:

"The national debates on educational goals and methods have often divided the nation and educational community, but they have also served to underscore the importance of educators acting together as colleagues who comprise a professional community of experts In fulfilling our mission to prepare quality educators, then, we are also mindful that we are preparing our own colleagues."

College of Education course syllabi and syllabi of record reiterate the unit's mission, vision, and values. Instructors typically discuss with candidates how the course of study that they are beginning will foster the goals expressed in the conceptual framework. Furthermore, these syllabi identify the specific performance standards with which each course is aligned and the key assessments through which candidates demonstrate those outcomes. Through these discussions and assessments, candidates and faculty begin to share common understandings.

The professional community also shares in understanding the College of Education's common standards and outcomes as it uses them to regularly assess the unit's programs. The performance standards for all programs are regularly disseminated to the professional community for their response to candidate preparation: unit faculty, arts and sciences faculty, school faculty, school and district administrators, and program graduates working in the field.

Coherence

The conceptual framework provides coherence and consistency for all unit programs. Through unit-wide standards and assessments, all candidates are expected to demonstrate the values and professional dispositions of inquiry, ethics, collaboration, and decision making. The level of expectation is the same for classroom teachers, principals, curriculum consultants, district administrators, reading consultants, media center directors, school counselors, and all candidates from our wide range of programs.

All candidates are expected to have proficiency in common standards. For Initial candidates these are entry level proficiencies in preparation and planning, creating classroom environments, instructional competence, and professional responsibilities. For Advanced candidates the standards include subject knowledge and pedagogy, commitment to students, student learning, systematic inquiry, and participation as members of a learning community.

These common understandings inform programs for candidates and also for faculty. The elements that embody the unit's vision for candidate preparation embody the framework of the newly revised document for faculty promotion and tenure:

- Effective Teaching: Modeling best practice and improving one's own practice
- Professional Achievement: Conducting research and providing leadership to learned societies
- Community Service: Contributing one's professional abilities to the good of the larger community

In unit operations, internal coherence was deemed so important that it became the focus of the Quality Initiative Team, one of the five faculty/staff groups mentioned as contributing so much to the success of the unit over the last three years. The Quality Team took as its charge to review the mission of the unit as it relates to quality and quality indicators, then to see that the mission aligns with the organizational structure, curriculum, and expectations and experiences for faculty, staff and students. The Quality Team coordinated revision of the unit's mission, vision and values and provided the impetus for formation of a Faculty Council Task Force that will continue a review of curriculum and organizational structure during winter semester of 2006.

Professional Commitments and Dispositions

Professional commitments and dispositions are woven throughout the unit's programs, curriculum and unit operations. In the 1999 conceptual framework, the unit articulated four values and candidate dispositions, and in the seven years since then has neither changed nor added to them. They remain Inquiry, Ethics, Collaboration and Decision Making. If anything, concepts from the recently added unit standards and assessments have underscored and expanded the application of the four dispositions.

In unit operations, the unit's commitment to these dispositions—especially the dispositions of collaborative and ethical behavior—is evident in the Building Community Initiative undertaken by faculty and staff three years ago. The team identified its charge as “fostering a community of respect and trust,” with the goal of “improving communication, listening and awareness among all members of the unit.” The work of the Building Community Team has significantly affected professional and personal interaction and support in the unit through community potlucks, outreach efforts, and service projects. The team's efforts within the unit bring home the message that social responsibility is personal, not just societal. One of the team's most valuable contributions has been with projects that have faculty, professional staff and office staff all working together, a situation which is too often prevented by seemingly separate obligations.

Commitment to Diversity

The unit demonstrates its commitment to diversity through aspects of its mission statement (developing educators for service to local and world communities); its vision statement (promoting social responsibility), and its values and dispositions (ethical and collaborative behaviors). Furthermore, the knowledge base that anchors the conceptual framework emphasizes throughout the ethical values of respect, social justice, equality, and professional responsibilities to children and the community. Through the curriculum and through field and clinical practice, candidates experience the range of diverse populations, diverse learners, and the need for instructional adaptation to help all students learn. Social and political issues affecting school environments are assured more emphasis through the unit's newly adopted social foundations standards in all programs.

A third faculty and staff group, the Diversity Initiative Team, took as its charge “to improve the cultural and institutional climate of the College and ameliorate existing institutional barriers to success for minority faculty, staff and students.” The Diversity Team expanded unit relationships with minority students, initiated and is continuing discussions on diversity in the curriculum, provided the AAC&U publication *Diversifying the Faculty* to unit search committees, coordinated mentoring and service learning projects with the Minority Teacher Education Cohort, and created service partnerships with urban agencies for faculty and candidates.

As subsequent parts of this report will show, the unit has also been successful in expanding diversities of race, ethnicity, religion, sexual orientation, national origin, and ideological perspectives among its candidate and faculty population. Several areas in the document that follows will recommend further improvement and renewed effort throughout the unit.

Commitment to Technology

The unit's commitment to technology is evident in the efforts of technology-specific courses to incorporate ISTE and NETS-T standards and to align with the Michigan “Seventh (Technology) Standard.” Other courses also infuse technology through research projects using electronic databases, instructional plans requiring technology components, educational materials requiring software evaluation, and course activities using web-enhancement, electronic discussion boards, and online journaling.

Unit faculty who specialize in technology and library media were early and active participants in Michigan's Consortium for Outstanding Achievement in Teaching with Technology (COATT). Faculty interest in increasing instructional technology use is evident in their wide participation in technology training. The university provides trained technology consultants whose training also grounds them in sound principles of pedagogy.

The university leads in providing and supporting technology at every campus, in all its forms, and throughout its services, especially in the area of library and research activities.

As will be apparent in later sections of this report, technology support also comprises a major part of the unit's budget in order to ensure that all faculty and staff have individual access to updated hardware and software, ample training, and fully equipped classrooms.

The fourth faculty and staff initiative was the Technology Initiative, a three-year project to recommend specific technology proficiencies that all unit faculty and staff should have and to provide training for obtaining them. The Technology Team conducted a baseline needs assessment, invited faculty and staff to identify which proficiencies they wished to develop, worked with Information Technology staff to provide trainings, infused these trainings into monthly unit meetings, and arranged further trainings as requested by individuals and groups. Follow-up assessment responses revealed that 80% of faculty and staff said that they had increased their proficiency in the use of technology and technology for instruction.

Alignment of Proficiencies with Standards

The unit's conceptual framework provides the context for developing and assessing candidate proficiencies based on professional, state, and institutional standards. The standards are present in all syllabi of record and in individual course syllabi. They are formally linked with required courses and with each of the key assessments in every course. They form the basis of unit-wide assessments at each of the common transition points in all programs.

- Initial programs are aligned with Danielson's Four Domains and the Standards for Social Foundations. In addition, Initial programs are aligned with INTASC, SPA Standards, NCATE Standards, and the Michigan Department of Education's standards.

- Advanced programs for teaching candidates are aligned with NBPTS, Standards for Social Foundations, and Standards for Research. They are also aligned with SPA Standards and NCATE Standards.

- Advanced programs for other professional school personnel are aligned with the Standards for Social Foundations and Standards for Research. They are also aligned with NCATE Standards, CEC, ELCC, ALA, and the Michigan Department of Education's Standards for School Counselors.

Alignment of Proficiencies with Professional, State, and Institutional Standards

	Programs Preparing Teacher Candidates	Programs Preparing Other Professional School Personnel			
Alignment with Standards and Dispositions	Initial Standards: Danielson Domains, CLSE Advanced Standards: NBPTS, CLSE, COE Research	Educational Leadership Standards: (ELCC)	Special Ed Administration Standards: (CEC)	School Counseling Standards: (MDE)	School Library Media Standards (ALA/AASL)
Disposition: Inquiry INTASC 1-5, 7, 8, 10 MDE 1, 3 NCATE 1.1, 1.3 SPA 1, 2, 3	Domain 1- Planning and Preparation NBPTS 2-Know Subjects and How to Teach Them	1-Leadership Vision	1-Foundations	1-Guidance Services 4-Counseling Theory and Education	1-Use of Information and Ideas
Disposition: Ethics INTASC 3, 5, 6 MDE 2, 4 NCATE 1.7 SPA 5	Domain 2- Classroom Environment NBPTS 1-Commitment to Students and Their Learning	2-Positive Learning Environment 5-Integrity	2-Learners 3-Learner Differences 8-Assessment 9-Professional/ Ethical Practice	2-Human Characteristics 3-Vocational Education 5-Professional, Ethical, Legal Issues	2-Teaching and Learning
Disposition: Decision Making INTASC 1-8 MDE 5, 7 NCATE 1.4, 1.7 SPA 4, 5	Domain 3- Instruction NBPTS 3- Managing Student Learning	2-Positive Learning Environment	2-Learners 3-Learner Differences 8-Assessment	2-Human Characteristics 3-Vocational Education	2-Teaching and Learning
Disposition: Collaboration INTASC 8-10 MDE 6 NCATE 1.4	Domain 4- Professional Responsibility NBPTS 4- Think Systematically About Practice, Learn from Experience NBPTS 5- Members of Learning Communities	3- Management 6-Leadership Contexts	7- Instructional Planning 10-Collaboration	6-Evaluation/ Measurement 1-Guidance Services	4-Program Administration 3- Collaboration and Leadership
All Dispositions All Standards	Domains 1-4: Field, Clinical NBPTS 1-5: Graduate Practicum CLSE 1-3 Foundational Perspectives COE 1-4 Research Competence	SPA Standards Internship Foundational Perspectives Research Competence	SPA Standards: Practicum Foundational Perspectives Research Competence	SPA Standards Practicum Foundational Perspectives Research Competence	SPA Standards Practicum Foundational Perspectives Research Competence

The fifth and final faculty and staff initiative must be noted before concluding this section of the report, for it is the one that allows the unit to continue the ideals of the conceptual framework beyond what normal resources allow. The Resources Initiative Team took as its one of its main charges to establish a grants culture in the unit in order to expand the unit's contributions to area school districts and the unit's vision of social responsibility. With the leadership of the dean, the team assisted in establishing a Grants Office with a director and administrative coordinator, kept faculty informed of grant opportunities, provided mentoring and office assistance in grants management, incorporated grant activity in the unit personnel document, conducted grant workshops for all faculty and staff, and in less than three years attained a funding total of over 1.5 million dollars, exceeding funding from all of the previous 15 years by 28%.

This section outlined characteristics that distinguish Grand Valley and the College of Education from other universities and units. It highlighted ways in which the unit's conceptual framework is evident throughout the standards. The six standards that follow will address the College of Education's candidates, assessment system, field and clinical experiences, diversity, faculty, and unit resources.

Standard 1: Candidate Knowledge, Skills, and Dispositions

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

Overview of Standard 1

The College of Education has as its mission developing “quality educators to teach, lead, and serve in local and world communities.” It envisions candidates who have been prepared for “teaching excellence, active scholarship, and social responsibility.” The following highlight the unit’s commitment to these principles.

1. College of Education candidates exceed most state and university requirements in content area preparation and in field and clinical experiences.
2. College of Education candidates ranked 3rd among 15 public institutions in the state on three-year pass rates for teacher licensing examinations.
3. The College received approval for nine Education programs, three of which were voluntary participants in the NCATE pilot program review process.
4. College of Education candidates consistently ranked in the top categories on unit course assessments, clinical practice, research assessments, and follow-up studies. Assessments were conducted by unit faculty, school faculty, field supervisors, alumni, and employers.

Notes: At the end of each data table in this document will be an online link taking the reader to more complete data for that category. Readers who would like to print a brief reference guide to accompany this review should first go to [Assessment System \(Reference Guide.\)](#)

Standard 1.1 Content Knowledge for Teacher Candidates

Academic Record—Content Knowledge

The academic record of Initial applicants exceeds the state minimum of a 2.0 grade point average. Teacher Education candidates must meet and maintain a minimum 2.8 grade point average overall and in their major, minor, and professional program. Some subject areas require a 3.0 average. Applicants with a grade point average between 2.5 and 2.79 may be considered for alternate admission based on early submission of subject area test scores and a range of other performance standards. (Note: Beginning with the next admission cycle, the minimum grade point average will be 2.7 to better align with standard grade computations.)

Graduate Teacher Certification candidates must present a 3.0 grade point average from the final 60 credits of the bachelor's degree and be accepted to graduate study. Admission to Advanced programs requires content knowledge evidenced by possession of a baccalaureate degree from a regionally accredited college or university and the 3.0 grade point average. Applicants who do not meet the grade point requirements may be considered for alternate admission based on possession of a prior master's degree, satisfactory performance (3.0) in the first six credits of introductory courses, or a Graduate Record Examination analytical writing score of 3.5 and total score of 760 (360 v, 400 q).

Over 95% of Teacher Education were admitted using basic requirements, as were approximately 80% of GTC and 90% of Advanced applicants. Considering that many in the latter groups are older and seeking new roles, the higher percentage using alternate admission criteria may be related to more rigorous grading practices in use when they were undergraduates.

Initial and Advanced: Cumulative *Grade Point Averages* at Admission

Initial Programs	2.5-2.79	2.8-3.59	3.6 and Above
Teacher Education	4.9%	66.2%	28.9%
Initial Programs	Under 3.0	3.0-3.59	3.6 and Above
Graduate Teacher Certification	19.2%	56.7%	24.1%
Advanced Programs	Under 3.0	3.0-3.59	3.6 and Above
Programs Preparing Teachers	10.1%	44.1%	45.8%

Minimum Requirements: Teacher Education: 2.8, GTC and Advanced Programs: 3.0 during final 60 credits of undergraduate degree. For complete data and specific programs, refer to [Grade Point Averages](#) (Initial, Advanced).

Content Requirements

In several content areas, College of Education candidates exceed state and university minimum content requirements.

Teacher Education candidates fulfill broad General Education requirements in the arts, humanities, mathematics, sciences, social sciences, world cultures, and ethics. These are followed by a content major of at least 33 credits, a distributed or content minor of at least 21 credits, and professional program of at least 39 credits. Elementary candidates earning special education endorsements add at least 36 undergraduate or graduate credits in two disability areas. Graduate Teacher Certification candidates meet the same criteria, take equivalent courses, meet the same standards and must be able to undertake full-time study with a cohort group for one year. Acceptance to the Graduate Teacher Certification program requires the baccalaureate degree and prior completion of the teachable major.

For Advanced candidates in programs preparing teachers, the College of Education offers 13 emphasis areas leading to the master's degree, 11 of which also lead to new endorsement areas. The majority of applicants are practicing teachers with prior certification who are seeking the graduate degree or further certification. Candidates for endorsement must complete 18 to 30 credits depending on their specialty area and complete a 3-6 credit graduate practicum. Candidates for the master's degree must complete at least 24 credits in the emphasis area, 6 credits in education foundations and research, and 3 credits in applied research in the form of a graduate project or thesis. Since most applicants in Advanced programs possess prior certification, content proficiency in their prior endorsement area serves as a base; the assessment of further content knowledge therefore occurs within the new emphasis area.

These data tables show that most content areas exceed state credit hour requirements:

Initial and Advanced: <i>Credit Hour Requirements</i> in Content Areas (Content Knowledge)		
Initial Programs	State Minimum	COE Range
Comprehensive Major	50	75
Group Major	36	36-80
Major	30	33-75
Minor	20	20-30
Distributed Minor	20	21-25
Advanced Programs	State Minimum	COE Range
Master's Degree	N.A.	33
Endorsements-General Education	18	18-36
Endorsements-Special Education	24-30	30-33
For complete details, refer to Credit Hour Requirements .		

Assessments for Content Knowledge

Advanced candidates demonstrate content knowledge in several ways, including these designated course assessments:

Initial and Advanced: <i>Course Assessments</i> for Content Knowledge		
Initial	Course(s)	Assessment(s)
Teacher Education	<u>ED 330/331/332</u>	Folio Levels A and B
GTC	<u>EDG 685</u>	Folio Levels A and B
Advanced-Teachers		
Early Childhood Education	<u>EDG 610</u>	Developmental Guide
Educational Differentiation	<u>ED 630</u>	Curriculum Research Application
Elementary Education	<u>ED 630</u>	Curriculum Research Application
Middle/Secondary/Adv. Content	<u>ED 630</u>	Curriculum Research Application
Educational Technology	<u>EDG 619</u>	Curriculum Integration Project
English as a Second Language	ENG 664, 621	Linguistics, Socio-Linguistics
Reading/Language Arts	<u>EDR 621, 622, 623</u>	Portfolio A
Cognitive Impairment	<u>EDS 620</u>	Rare Syndromes Report
	<u>EDS 618, 619, 622</u>	Knowledge Tests
Emotional Impairment	<u>EDS 609 EDS 627, 636, 638</u>	Knowledge/Skills Inventory
Learning Disabilities	<u>ED 653, EDS 627, 636, 638</u>	Knowledge Tests
<p>To link to syllabi and assessments of record, refer to <i>individual courses</i> above or <u>Assessment System</u> (Advanced—Teachers)_Candidate work samples may also be reviewed in the on-site exhibit room.</p>		

In the culminating experience for the master's degree, Research Applications (ED 695), candidates demonstrate their ability to integrate content knowledge with framing and investigating a research question. The candidate most directly demonstrates a broad understanding of the subject area and its transference to K-12 education in the Literature Review. Well over 90% of candidates and their supervisors rated candidate performance Proficient or Distinguished:

Advanced-Teachers: <i>Research Assessments</i>		(Content Knowledge)		
Standard 2, Literature Review: a) Synthesize existing research, b) Analyze key work in the literature, c) Identify gaps in the literature, d) Identify the theoretical perspective that drives the project.				
Advanced-Teachers	1-Progressing	2-Proficient	3-Distinguished	Mean (1-3)
Candidate Self Rankings	6.9%	46.8%	46.2%	2.39
Supervisor Rankings	8.6%	42.6%	48.8%	2.40
<p>For complete data on sub-areas and specific programs, refer to <u>Research Assessment Data</u> (Standard 2, Literature Review).</p>				

Throughout both programs, key course assessments enable candidates to gauge their progress; they also provide faculty with data for program assessment and improvement. All courses and outcomes are aligned with professional, state and national standards. Candidate performance in field/clinical experience and in follow-up studies is evaluated by a) candidates, b) Education faculty, c) school faculty, d) graduates, and e) employers.

Initial and Advanced: <i>Clinical Assessments/Follow-Up Studies</i> (Content Knowledge)				
Initial Programs: Domain 1a-Knowledge of content and pedagogy				
Clinical Practice	1-Progressing	2-Proficient	3-Distinguished	Mean (1-3)
Candidate Self Rankings	5.3%	56.9%	38.2%	2.45
Education Faculty Rankings	4.6%	49.6%	45.7%	2.58
School Faculty Rankings	3.6%	39.7%	56.7%	2.70
Follow-Up Studies	1-Progressing	2-Proficient	3-Distinguished	Mean (1-3)
Graduate Self Rankings	11.4%	44.8%	43.8%	2.32
Employer Rankings	7.7%	70.4%	21.9%	2.14
Advanced Programs: NBPTS 2a—Appreciates how knowledge in the subject area is created, organized and linked to other disciplines.				
Graduate Practicum	1-Progressing	2-Proficient	3-Distinguished	Mean (1-3)
Candidate Self Rankings	3.7%	32.5%	63.8%	2.60
Supervisor Rankings	6.3%	35.5%	58.2%	2.52
Follow-Up Studies	1-Progressing	2-Proficient	3-Distinguished	Mean (1-3)
Graduate Self Rankings	11.8%	48.5%	39.7%	2.25
Employer Rankings	21.6%	59.5%	18.9%	1.97
For complete data on programs and sub-areas, refer to Clinical Assessment Data and Follow-Up Studies Data (Initial, Advanced).				

In this data table we see for the first time two assessment patterns which will recur throughout this report. The first pattern is that ratings during clinical practice are higher than ratings during employment. The second pattern is that faculty ratings are higher than ratings from employers, graduates, or candidates themselves. These patterns may reveal actual performance differences, or they may result from other factors such as different points of comparison (practice vs. real world) or different role perceptions (teacher vs. employer). Regardless, the patterns are so consistent that they will receive further attention as the unit develops the next phase of its unit-wide assessment system.

Licensure Examinations for Content Knowledge

Initial candidates must pass the Michigan Basic Skills Test with scores of at least 220 prior to admission. Although state regulations require successful completion of the Michigan Basic Skills Test prior to student teaching, the College of Education requires it prior to admission because the first field semester accompanies program admission. The overall pass rate for Grand Valley candidates was 94%:

Initial: Michigan <i>Basic Skills Test</i>, Fall 2001-Spring/Summer 2004				
Skill Areas	GVSU Taking Test	GVSU Passing Test	GVSU Pass Rate	State Pass Rate
Mathematics	4,164	3,784	91%	Information
Reading	3,972	3,819	96%	Not Provided
Writing	3,983	3,825	96%	
Totals	12,119	11,428	94%	

For complete data, refer to [Michigan Tests](#) (Basic Skills).

Both Initial and Advanced candidates must present scores of at least 220 on the Michigan Subject Area Test in content area majors and minors prior to certification. Candidates in Graduate Teacher Certification present scores prior to admission.

Michigan <i>Subject Area Test</i>, Fall 2001-Spring/Summer 2004		(Content Knowledge)		
All Programs Combined	GVSU Taking Test	GVSU Passing Test	GVSU Pass Rate	State Pass Rate
Initial-Teachers	4094	3755	92%	93%
Advanced-Teachers	390	379	97%	97%
Advanced-Other Personnel	48	48	100%	96%
Unit Totals	4532	4182	92%	94%

For complete data and programs, refer to [Michigan Tests](#) (Subject Area Tests or Title II).

Standard 1.2 Content Knowledge for Other Professional School Personnel

The College of Education offers four Advanced programs for other professional school personnel: Educational Leadership, Special Education Administration, School Library

Media, and School Counseling. Of these, both School Library Media and School Counseling lead to the master's degree and endorsement. Special Education Administration leads to the master's degree and can lead to state approval after employment. Educational Leadership leads only to the master's degree at this time. (When Michigan suspended the requirement for administrator certification, our program continued to meet the former requirements. Michigan is now re-instituting the requirement, and we are in the process of submitting program revisions.)

Academic Record

Candidates applying to Advanced programs preparing other professional school personnel must present a minimum 3.0 grade point average from the last 60 credits of the baccalaureate degree. Candidates who do not meet requirements may be considered for alternate admission if they meet one of the following sets of criteria: possession of a prior master's degree; satisfactory performance (3.0) in the first six credits of introductory courses; or a Graduate Record Examination analytical writing score of 3.5 and a total score of 760 (360 v, 400 q). Approximately 86% of applicants were admitted using the basic grade point requirement. The remainder met alternate admission criteria:

Advanced-Other School Personnel: *Grade Point Averages at Admission*

Advanced Programs	Under 3.0	3.0-3.59	3.6 and Above
Other School Personnel	14.0%	50.1%	35.9%

Minimum Requirement: 3.0 during the last two years of the undergraduate degree. For complete data, refer to [Grade Point Averages](#) (Advanced-Other School Personnel).

Content Requirements

The four Advanced programs for other professional school personnel have the same requirements as programs for teacher candidates although some are more credit-intensive and have additional stipulations. Two examples are the requirement of school administrator sponsorship for Educational Leadership and Special Education Administration candidates and the 600-hour practicum requirement for School Counseling.

Advanced-Other School Personnel: *Credit Hour Requirements in Content Areas*

Other School Personnel	Master's of Education (M.Ed.)	Emphasis or Endorsement
Educational Leadership	33 credits	24-41 Principal-Superintendent
Special Education Administration	36 credits	32-38 Supervisor, Director
School Counseling	36 credits	36 credits
School Library Media	42 credits	30 credits

For complete listing, refer to [Credit Hour Requirements](#) (Advanced-Other School Personnel).

Assessments for Content Knowledge

As with programs preparing teacher candidates, assessments for other professional school personnel are aligned with professional, state and institutional standards. The only difference is that programs preparing other school personnel align primarily with their individual SPA standards, not with NBPTS teaching standards. Accordingly, references in this report to assessment systems for other school personnel are sometimes program-specific rather than unit-wide. Advanced candidates in programs preparing other professional school personnel demonstrate content knowledge in these designated course assessments:

Advanced Programs for Other School Personnel: <i>Course Assessments</i> for Content Knowledge		
Program	Course(s)	Assessment(s)
Educational Leadership	<u>EDG 665, 667, 670</u>	Shared Vision, Developing Effective Teachers, Law Examination
Special Education Administration	<u>EDS 680</u>	Competency Examination
School Counseling	<u>EDC 685</u>	Portfolio
School Library Media	<u>EDG 622, 624</u>	Collection Development Plan, Cataloging/Automation Systems
To link to syllabi and assessments of record, refer to <i>individual courses</i> above or <u>Assessment System</u> (Advanced-Other School Personnel). Candidate work samples may also be reviewed in the on-site exhibit room.		

Near the end of master's degree work, candidates in Advanced programs preparing other professional school personnel also undertake a research project or thesis and meet the same research standards identified earlier in programs preparing teachers. Well over 90% of candidates and their supervisors rated their performance Proficient or Distinguished:

Advanced-Other School Personnel: <i>Research Assessments</i> (Content Knowledge)				
Standard 2, Literature Review a) Synthesize existing research, b) Analyze key work in the literature, c) Identify gaps in the literature, d) Identify the theoretical perspective that drives the project.				
Other School Personnel	1-Progressing	2-Proficient	3-Distinguished	Mean (1-3)
Candidate Self Rankings	8.2%	44.5%	47.3%	2.39
Supervisor Rankings	7.8%	51.0%	41.35	2.33
For complete data on sub-areas and specific programs, refer to <u>Research Assessment Data</u> (Standard 2-Literature Review).				
Advanced-Other School Personnel: <i>Clinical Assessment and Follow-Up Studies</i> (Content Knowledge)				
For individual examples in process or already conducted, examples are available in the on-site exhibit room.				

Licensure Examinations

This data table shows that the pass rate for candidates in programs preparing other school personnel was 100%, which was higher than state pass rates (96%) and higher than overall unit pass rates (92%):

Michigan Subject Area Test, Fall 2001-Spring/Summer 2004			(Content Knowledge)	
All Programs Combined	GVSU Taking Test	GVSU Passing Test	GVSU Pass Rate	State Pass Rate
Initial-Teachers	4094	3755	92%	93%
Advanced-Teachers	390	379	97%	97%
Advanced-Other Personnel	48	48	100%	96%
Unit Totals	4532	4182	92%	94%

For complete data and programs, refer to [Michigan Tests](#) (Subject Area Tests or Title II).

Standard 1.3 Pedagogical Content Knowledge for Teacher Candidates

Initial elementary candidates develop pedagogical content knowledge through the elementary distributed minor in Teacher Education or equivalent graduate courses in Graduate Teacher Certification. All 21-25 credits of the distributed minor are taught by faculty within the discipline or Education faculty with specialty credentials. The range of topics includes strategies in reading, literacy, mathematics, performing arts, writing and literature, physical education, social science instruction, and strategies for teaching science.

Elementary special education candidates choose from the same or equivalent array of courses with but one or two exceptions. Additionally, the special education curriculum includes pedagogical content skills for two disability areas. These courses include methods and curriculum in special education, studies in emotional and cognitive impairment, instructional practices and procedures in emotional impairment, cognitive impairment, and learning disabilities. Special education endorsements may be earned through undergraduate or graduate courses.

Secondary candidates develop pedagogical content knowledge through the content major and content minor which, together, can total 55 to 100 credit hours depending on the disciplines. Most content areas also have courses devoted to instructional aspects of the specific discipline. Secondary candidates take a two-hour weekly content seminar in addition to the weekly Education seminar during their first field semester ([ED 331](#)). This additional seminar covers content area methodology and instructional strategies, is taught by faculty in the major, and includes field observation by the content faculty instructor.

Assessments for Pedagogical Content Knowledge

The first course in the Initial program, Introduction to Education (ED 200), is linked to the Planning and Preparation standard (Domain 1). The key assessment requires students to construct a lesson plan demonstrating knowledge of content, pedagogy, students, resources, and instructional design. These skills build through the final clinical semester:

Initial: Course Assessment		(Pedagogical Content Knowledge)			
Lesson Planning (ED 200)	0- Unsatisfactory	1- Progressing	2- Proficient	3- Distinguished	Mean (0-3)
Instructor Rankings	16.6%	25.7%	19.1%	38.5%	1.7*

Candidate work samples may be reviewed in the on-site exhibit room. Also see note below*

*Two factors may have contributed to lower scores on this assessment than seen so far: 1) The score range was 0-3 rather than the more common 1-3; and 2) ED 200 enrollees are not yet “candidates.” Many choose not to pursue teaching; others fail to meet requirements.

Each Advanced emphasis area gives particular attention to instructional strategies that draw upon content and pedagogical knowledge. Courses include curriculum development, methods and materials, instructional strategies, best practices and methodologies. Other courses and assessments in both programs emphasize pedagogical content knowledge.

Initial and Advanced-Teachers: Other Course Assessments for Pedagogical Content Knowledge		
Program	Course(s)	Assessment(s)
Initial	<u>ED 430/431</u>	Unit Plan, Level 2
	<u>EDG 685</u>	Integrated Unit Plan
Advanced-Teachers		
Early Childhood Education	<u>EDG 611</u>	Assessment Portfolio
Educational Differentiation	<u>EDG 637</u>	Assessment Construction
Educational Technology	<u>EDG 618</u>	Lesson Planning
Elementary Education	<u>EDR 622,</u> <u>EDG 630, 631, 633</u>	Literacy Unit Unit Planning
Middle/Secondary/Adv Content	<u>EDG 637, 635</u>	Assessment Construction, Research Project
English as a Second Language	<u>ED 631, 633</u>	Thematic Unit, Ethnic Group Research
Reading/Language Arts	<u>EDR 623/627, 628</u>	Portfolio B
Cognitive Impairment	<u>EDG 619</u> <u>EDS 622, EDS 621</u>	Interdisciplinary Unit, Individualized Education Program, Technology Proposal
Emotional Impairment	<u>EDS 611, 610,</u> <u>627, 638</u>	Social Skills Plan, Classroom Indicators, Technology Project, Language/Math/Social Science Intervention
Learning Disabilities	<u>EDS 625, 637</u> <u>627, 638</u>	Inclusive Practices, Language Intervention, Technology Project, Language/Math/Social Science Intervention

To link to syllabi and assessments of record, refer to individual courses above or Assessment System (*Initial, Advanced*). Candidate work samples may also be reviewed in the on-site exhibit room.

Competence for Initial candidates in using technology for instruction is most directly developed through Computers in Education (ED 205) or Microcomputers in the Classroom (EDG 619). As candidates proceed through the professional program, all lesson plans and unit plans must include technology components, and field experiences require the use of technology in practice. Initial candidate data for ED 205 showed 83.8% of candidates scoring Proficient or Distinguished; EDG 619 data showed a 99% rate for those categories:

Initial and Advanced: Course Assessment (Pedagogical Content Knowledge-Technology)					
Initial: Web Quest (ED 205)	0- Unsatisfactory	1- Progressing	2- Proficient	3- Distinguished	Mean (0-3)
Instructor Rankings	5.3%	16.2%	48.0%	35.8%	2.1
Advanced: Curricular Integration (EDG 619)		1- Progressing	2- Proficient	3- Distinguished	Mean (1-3)
Instructor Rankings		1.1%	24.7%	74.1%	2.7
To view Assessment Directions and Sample Project for EDG 619, refer to <u>EDG 619-Online</u> .					

Domain 1 is most closely linked to pedagogical content knowledge for Initial candidates, NBPTS 2 for Advanced candidates:

Initial and Advanced: Clinical Assessment and Follow-Up Studies (Pedagogical Content Knowledge)				
Initial Programs: Domain 1—Planning and Preparation-- a) Knowledge of content and pedagogy, b) Knowledge of students, c) Knowledge of resources, d) Selecting instructional goals, e) Designing coherent instruction, f) Assessing learning				
Clinical Practice	1-Progressing	2-Proficient	3-Distinguished	Mean (1-3)
Candidate Self Rankings	7.2%	50.4%	42.5%	2.47
Education Faculty Rankings	6.1%	50.8%	43.0%	2.53
School Faculty Rankings	4.4%	37.7%	57.9%	2.62
Follow-Up Studies	1-Progressing	2-Proficient	3-Distinguished	Mean (1-3)
Graduate Self Rankings	15.9%	47.3%	36.8%	2.21
Employer Rankings	18.1%	63.4%	18.5%	2.00
Advanced Programs: NBPTS 2—Knowledge of Subject and How to Convey It -- a) Appreciating how knowledge in the subject area is created, organized and linked to other disciplines, b) Commanding specialized knowledge of how to convey a subject to students, c) Generating multiple paths to knowledge.				
Graduate Practicum	1-Progressing	2-Proficient	3-Distinguished	Mean (1-3)
Candidate Self Rankings	4.6%	38.1%	57.3%	2.53
Supervisor Rankings	6.4%	36.4%	57.2%	2.51
Follow-Up Studies	1-Progressing	2-Proficient	3-Distinguished	Mean (1-3)
Graduate Self Rankings	13.2%	46.6%	40.2%	2.39
Employer Rankings	20.5%	58.0%	21.4%	2.01
For complete data on programs and sub-areas, refer to <u>Clinical Assessment Data</u> and <u>Follow-Up Studies Data</u> (Initial and Advanced).				

Standard 1.4 Professional and Pedagogical Knowledge, Skills and Dispositions for Teacher Candidates

Assessments for Professional and Pedagogical KSD

In 2002, the College of Education began the redesign of its Foundations program, especially at the Advanced level, to emphasize the areas of social foundations and research. The unit adopted the Council of Learned Societies in Education's (CLSE) *Standards for Academic and Professional Instruction in Foundations of Education*. The standards guide candidates in understanding a) cultural, normative and critical perspectives on education and schooling, b) relationships of democracy and diversity to education, and c) effects of moral and philosophical commitments on evaluation.

Advanced courses were revised to focus on teaching and schooling from historical and philosophical perspectives, educational policy and practice, social and multicultural perspectives, ethics, and law. In Teacher Education at the Initial level, two of the four foundations courses were in effect already implementing the new standards. Two remaining courses, however (child development and educational psychology), are housed outside the College of Education and are also widely accepted in transfer from other institutions. Because of the resulting difficulty in ensuring and assessing candidate proficiency in these areas, the unit is studying alternative solutions.

Examples of courses at Initial and Advanced levels that assess CLSE standards for foundations of education are ED 225 and ED 671 or ED 672:

Initial and Advanced: Course Assessment		(Professional and Pedagogical KSD)			
Initial: Multicultural Interview (<u>ED 225</u>)	0- Unsatisfactory	1- Progressing	2- Proficient	3- Distinguished	Mean (0-3)
Instructor Rankings	16.6%	25.7%	19.0%	38.5%	1.7*
Advanced: Social Foundations Issue (<u>ED 671</u>, <u>ED 672</u>)		1- Progressing	2- Proficient	3- Distinguished	Mean (1-3)
Instructor Rankings		8.6%	37.0%	54.3%	2.4

*Note that this assessment also uses a 0-3 score range rather than the more common 1-3. Nor are enrollees yet "candidates" (first, the course is an admission prerequisite; second, non-Education students may take the course in fulfillment of a general university requirement.)

Initial and Advanced: Course Assessments for Professional and Pedagogical KSD		
Program	Course(s)	Assessment(s)
Initial	<u>ED 310, EDG 638</u>	Classroom Mgmt Plan, Teacher Leader Portfolio
	<u>ED 320/321</u>	Literacy Lesson
	<u>EDR 622/623</u>	Literacy Unit
	<u>ED 330/331/332</u>	Focused Observations
	<u>EDG 685</u>	Focused Observations
Advanced-Teachers		
Early Childhood Education	<u>EDG 685</u>	Professional Development Plan
Educational Differentiation	<u>EDG 638</u>	Teacher Leader Portfolio
Elementary Education	<u>EDG 638</u>	Teacher Leader Portfolio
Middle/Secondary/Adv. Content	<u>EDG 638</u>	Teacher Leader Portfolio
Educational Technology	<u>ED 630</u>	Curriculum Research Application
English as a Second Language	<u>ED 631, 633</u>	Thematic Unit, Ethnic Group Research
Reading/Language Arts	<u>EDR 626, 685</u>	Portfolio D
Cognitive Impairment	<u>EDS 685, EDS 629</u>	Teaching Evaluation, System Change Plan
Emotional Impairment	<u>EDS 685, 629, 611</u>	Teaching Evaluation, System Change Plan, Research-Based Practices,
Learning Disabilities	<u>EDS 685, 629, 640</u>	Teaching Evaluation, System Change Plan, Student Progress Report
To link to syllabi and assessments of record, refer to individual courses above or Assessment System (Initial and/or Advanced for Teachers. Candidate work samples may also be reviewed in the on-site exhibit room.		

Master's degree candidates develop additional competence in educational research and inquiry by conducting applied research in the form of a graduate project or thesis. Research Standards 1 and 2 are most closely aligned with professional and pedagogical knowledge, skills and dispositions. Over 95% of candidates and supervisors ranked candidate work in these two standards as Proficient or Distinguished:

Advanced-Teacher Candidates: Research Assessments (Professional and Pedagogical KSD)				
Standard 1-Research Question: a) Knowledge of the research problem, b) Knowledge of its background and importance, and c) Clear rationale and purpose of the project.				
	1-Progressing	2-Proficient	3-Distinguished	Mean (1-3)
Candidate Self Rankings	2.4%	37.4%	60.1%	2.58
Supervisor Rankings	4.4%	33.5%	62.1%	2.58
Standard 3-Research Description: a) Design an investigation, b) Establish its components, c) Offer a solution, and d) Formulate evaluation plans and criteria for assessment.				
	1-Progressing	2-Proficient	3-Distinguished	Mean (1-3)
Candidate Self Rankings	2.4%	37.7%	59.9%	2.57
Supervisor Rankings	3.7%	34.5%	61.8%	2.58
For complete data and programs, refer to Research Assessment Data (Standards 1 and 3, Advanced-Teachers).				

Clinical assessments and follow-up studies are valuable indicators of professional and pedagogical knowledge, skills and dispositions. Initial performance outcomes and follow-up studies most closely aligned with these proficiencies are from Domain 1 and Domain 4. Evaluators ranked over 90% of Initial candidates as Proficient or Distinguished in clinical practice. Although follow-up studies showed lower rankings by graduates and employers, over 80% of these were also in the top two categories:

Initial: Clinical Assessment and Follow-Up Studies (Professional/Pedagogical KSD)				
Domain 3—Instruction-- a) Creating student engagement, b) Clear communication, c) Discussion techniques, and d) Teacher feedback.				
Clinical Practice	1-Progressing	2-Proficient	3-Distinguished	Mean (1-3)
Candidate Self Rankings	6.0%	45.1%	48.9%	2.54
Education Faculty Rankings	5.4%	47.4%	47.2%	2.57
School Faculty Rankings	3.9%	34.0%	62.1%	2.66
Follow-Up Studies	1-Progressing	2-Proficient	3-Distinguished	Mean (1-3)
Graduate Self Rankings	13.7%	42.8%	43.6%	2.30
Employer Rankings	16.3%	59.4%	24.3%	2.08
Domain 4—Professional Responsibilities-- a) Reflection, b) Family communication, c) Professional growth, and d) Professional contribution.				
Clinical Practice	1-Progressing	2-Proficient	3-Distinguished	Mean (1-3)
Candidate Self Rankings	8.1%	44.1%	47.9%	2.49
Education Faculty Rankings	6.0%	44.3%	49.7%	2.55
School Faculty Rankings	3.9%	31.2%	64.9%	2.68
Follow-Up Studies	1-Progressing	2-Proficient	3-Distinguished	Mean (1-3)
Graduate Self Rankings	18.6%	42.1%	39.3%	2.20
Employer Rankings	17.4%	57.8%	24.8%	2.07
For complete data, refer to Clinical Assessment Data and Follow-Up Studies Data (Initial-Domains 3, 4).				

Advanced candidates in endorsement programs complete a 3-6 credit graduate practicum with supervision and observation by College faculty. Observations and ongoing assessments during field and clinical semesters provide candidates with feedback for instructional improvement and provide faculty with information for program improvement. Advanced program performance outcomes and follow-up studies are drawn from NBPTS Propositions 3, 4, and 5:

Advanced: Clinical Assessment, Follow-Up Studies: Professional and Pedagogical KSD				
NBPTS 3—Managing Student Learning-- a) Use of multiple methods, b) Learning in group settings, and c) Assessment of student progress				
Graduate Practicum	1-Progressing	2-Proficient	3-Distinguished	Mean (1-3)
Candidate Self Rankings	3.1%	31.6%	65.3%	2.62
Supervisor Rankings	5.6%	28.0%	66.4%	2.61
Follow-Up Studies	1-Progressing	2-Proficient	3-Distinguished	Mean (1-3)
Graduate Self Rankings	10.1%	41.4%	48.5%	2.30
Employer Rankings	10.7%	55.1%	34.2%	2.24
NBPTS 4—Thinks Systematically About Practice, Learns from Experience-- a) Making choices that test professional judgment, b) Seeking the advice of others, and c) Drawing on research				
Graduate Practicum	1-Progressing	2-Proficient	3-Distinguished	Mean (1-3)
Candidate Self Rankings	3.4%	39.1%	57.5%	2.54
Supervisor Rankings	8.4%	36.0%	55.5%	2.47
Follow-Up Studies	1-Progressing	2-Proficient	3-Distinguished	Mean (1-3)
Graduate Self Rankings	12.4%	48.8%	38.8%	2.26
Employer Rankings	15.8%	57.9%	26.3%	2.11
NBPTS 5—Members of Learning Communities-- a) Collaborating with parents and school, b) Taking advantage of community resources				
Graduate Practicum	1-Progressing	2-Proficient	3-Distinguished	Mean (1-3)
Candidate Self Rankings	7.4%	32.5%	60.1%	2.52
Supervisor Rankings	9.4%	20.6%	70.0%	2.61
Follow-Up Studies	1-Progressing	2-Proficient	3-Distinguished	Mean (1-3)
Graduate Self Rankings	19.1%	45.4%	35.5%	2.16
Employer Rankings	8.9%	59.8%	31.3%	2.22
For complete data on programs and sub-areas, refer to Clinical Assessment Data and Follow-Up Studies Data (Advanced—NBPTS 3, 4, 5).				

1.5 Professional Knowledge and Skills for Other School Personnel

Assessments for Professional Knowledge and Skills

Candidates in Advanced programs for other professional school personnel fulfill the same requirements as teacher candidates for admission, continuation, and completion of

endorsements and master's degrees. For example, the standards for assessments using social foundations standards are the same for other school personnel as they are for teachers, and no separate identification is made. Over 90% were ranked Proficient or Distinguished by their instructors:

Advanced: Course Assessment		(Professional and Pedagogical KSD)			
		1- Progressing	2- Proficient	3- Distinguished	Mean (1-3)
Social Foundations Issue (<u>ED 671, 672</u>)					
Instructor Rankings		8.6%	37.0%	54.3%	2.4

As noted earlier, courses within these four programs must be presented individually by program. This chart shows their alignment with this NCATE Standard (1.5).

Advanced-Other School Personnel: Course Assessments for Professional and Pedagogical KSD		
Program	Course(s)	Assessment(s)
Educational Leadership	<u>EDS 666, EDG 667/671, 673, 668, 670</u>	Curriculum Alignment Project, Individual Development Plan, School Improvement Plan, Environmental Scan, School Staffing Project, Salary Inequity Project, Communication Plan, In-Service: Special Needs Students, Legal Update
Special Ed Administration	<u>EDS666, 665, 685 EDG 669</u>	Curriculum Alignment Project, School Finance Interview, Budget Analysis and Design, Publication Critique, Practicum Evaluation
School Counseling	<u>ED 651, EDG 649 EDC 621, 685</u>	Comparison of School Counseling Programs, Theory to Practice Project, Classroom Guidance Lessons, Field Supervisor Evaluation
School Library Media	<u>EDG 625, 619, 624, 623, 685</u>	Management Plan, Web Quest, Grant Planning and Creation, Cataloging/Automation System Comparison, Reference Interview, Pathfinder Assignment, Practicum Portfolio

To link to syllabi and assessments of record, refer to individual courses above or [Assessment System](#). (Advanced-Other School Personnel). Candidate work samples may also be reviewed in the on-site exhibit room.

Candidates for other professional school roles engage in a number of projects designed to support student learning and involve their communities. Standards 1 and 3 within the culminating research project or thesis call on the candidate's ability to integrate professional knowledge with current research in order to inform practice. Standards and proficiencies are the same as those for Advanced programs preparing teacher candidates. Over 95% of candidates and supervisors ranked these two research proficiencies as Proficient or Distinguished:

Advanced-Other School Personnel: <i>Research Assessments</i> (Professional and Pedagogical KS)				
Standard 1-Research Question	1-Progressing	2-Proficient	3-Distinguished	Mean (1-3)
Candidate Self Rankings	1.7%	36.1%	62.1%	2.60
Supervisor Rankings	2.8%	33.1%	64.1%	2.61
Standard 3-Research Description	1-Progressing	2-Proficient	3-Distinguished	Mean (1-3)
Candidate Self Rankings	3.2%	35.5%	61.3%	2.58
Supervisor Rankings	2.6%	37.8%	59.6%	2.57
For complete data on sub-areas and specific programs, refer to <u>Research Assessment Data</u> (Standards 1, 3-Advanced-Other School Personnel).				
Advanced-Other School Personnel: <i>Clinical Assessment and Follow-Up Studies</i> (Professional/Pedagogical Knowledge and Skills)				
For individual examples in process or already conducted, examples will be available in the on-site exhibit room.				

Standard 1.6 Dispositions for All Candidates

For several years, the College of Education has focused on the four dispositions we desire in all candidates. Our conceptual framework defines them in this way:

- *Inquiry* is scholarly, reflective, and research-based. To be an inquiring practitioner, one must know and understand content and pedagogy, be intellectually curious, and be able to test new ideas.
- *Ethical behavior* is fair, accurate and consistent. Ethical practitioners promote justice, caring and concern for individuals and society.
- *Collaboration* is participatory, inclusive and supportive. Collaborative practitioners foster relationships within school, community and profession.
- *Decision making* should be informed, deliberative and effective. Professionals who are decision makers use knowledge to analyze situations, address problems, and evaluate the outcomes.

In general, we assess the four dispositions holistically rather than directly, through performance standards, outcomes and expectations. This table shows alignment between dispositions and primary performance standards:

Dispositions Aligned with Standards

Initial and Advanced-Teacher Candidates: <i>Dispositions</i> Aligned with Standards				
Unit-Wide Dispositions	Initial Standards: Danielson Domains, CLSE	Advanced Standards: NBPTS, CLSE, COE Research		
Inquiry	Domain 1-Planning and Preparation	NBPTS 2-Know Subjects, How to Teach Them		
Ethics	Domain 2-Classroom Environment	NBPTS 1-Commitment to Students and Learning		
Decision Making	Domain 3-Instruction	NBPTS 3-Managing Student Learning		
Collaboration	Domain 4-Professional Responsibility	NBPTS 4-Think Systematically About Practice NBPTS 5-Members of Learning Communities		
All Dispositions	All Standards: Field, Clinical CLSE Standards: Social Foundations	All Standards: Practicum CLSE Standards: Social Foundations COE Standards: Research Competence		
Advanced-Other School Personnel: <i>Dispositions</i> Aligned with Standards				
Unit-Wide Dispositions	Educational Leadership Standards-ELCC	Special Education Administration Standards-CEC	School Counseling Standards-MDE	School Library Media Standards: ALA/AASL
Inquiry	1-Leadership Vision	1-Foundations	1-Guidance Services 4-Counseling Theory/Education	1-Use of Information and Ideas
Ethics	2-Positive Learning Environment 5-Integrity	2-Learners 3-Learner Differences 8-Assessment 9-Professional and Ethical Practice	2-Human Characteristics 3-Vocational Ed 5-Professional, Ethical, Legal Issues	2-Teaching and Learning
Decision Making	2-Positive Learning Environment	2-Learners 3-Learner Differences 8-Assessment	2-Human Characteristics 3-Vocational Ed	2-Teaching and Learning
Collaboration	3-Management 6-Leadership Contexts	7-Instruct. Planning 10-Collaboration	6-Evaluation/Measurement 1-Guidance Services	4-Program Admin. 3- Collaboration and Leadership
All Dispositions	11-ELCC Standards: Internship CLSE Standards: Social Foundations COE Standards: Research Competence	All CEC Standards: Practicum CLSE Standards: Social Foundations COE Standards: Research Competence	All MDE Standards: Practicum CLSE Standards: Social Foundations COE Standards: Research Competence	All ALA/AASL Standards: Practicum CLSE Standards: Social Foundations COE Standards: Research Competence

Assessments for Dispositions

Unit dispositions are articulated on course syllabi and woven throughout course topics and assessments, with some syllabi making these linkages explicit. All programs have common course assessments linked to the dispositions. Initial courses include development of an educational philosophy, classroom observations, multicultural interviews, lesson and unit planning, and reflective exercises dealing with diverse students and communities. Advanced core courses consider topics such as equity, funding, church-state separation, school choice, policy issues, the social goals of schooling, and the effect of beliefs and values on evaluation systems. This chart lists each program and the assessment that is most relevant in assessing all four dispositions:

Initial and Advanced: <i>Course Assessments for Dispositions</i>		
Program	Course(s)	Assessment(s)
Initial	<u>ED 430/431</u> <u>EDG 685</u>	Folio Level D
Advanced-Teachers		
Early Childhood Education	<u>EDG 613</u>	Professional Presentation
Educational Differentiation	<u>EDG 638</u>	Collaborative Research Project
Elementary Education	<u>EDG 638</u>	Collaborative Research Project
Middle/Secondary/Adv. Content	<u>EDG 638</u>	Collaborative Research Project
Educational Technology		Self Assessment
English as a Second Language	<u>EDG 685</u>	Practicum Evaluation
Reading/Language Arts	<u>EDR 685</u>	Portfolio C
Emotional Impairment	<u>EDS 685</u>	Practicum Evaluation
Learning Disabilities	<u>EDS 685</u>	Practicum Evaluation
Cognitive Impairment	<u>EDS 623,</u> <u>618, 685</u>	Collaboration Comparison, Critical Issues Research, Practicum Evaluation
Advanced-Other School Personnel		
Educational Leadership	<u>EDG 665</u>	Shared Vision Statement, Athletic Suspension Case
Special Ed Administration	<u>EDS 667,</u> <u>669, 680</u>	Leadership Philosophy, Law Case Study, Competency Examination
School Counseling	<u>EDC 621</u>	Critical Incident Discussions
School Library Media	<u>EDG 622,</u> <u>624, 685</u>	Collection Development Plan, Circulation Policy Review, Practicum Portfolio
To link to syllabi and assessments of record, refer to individual courses above or <u>Assessment System</u> —Initial and/or Advanced for Teachers. Candidate work samples may be also reviewed in the on-site exhibit room.		

Advanced program applicants provide three professional recommendations that directly evaluate candidates on each of the four dispositions. Dispositions are displayed below in descending order according to candidates deemed to be in the top 20% by their evaluators. No candidates were ranked lower than the 50th percentile:

Advanced: Recommendations for Admission to Graduate Study (Dispositions)				
Rankings (Highest to Lowest)	Candidate in Top 10%	Candidate in Top 20%	Candidate in Top 50%	Candidate in Bottom 50%
1. Ethics	80.0%	16.6%	3.3%	0
2. Inquiry	61.6%	28.3%	10.0%	0
3. Collaboration	55.0%	33.3%	11.6%	0
4. Decision Making	56.6%	30.0%	13.3%	0

Performance evaluations provide indirect assessment of dispositions. In portfolios, Initial candidates present and reflect on work they believe best demonstrates their development of those dispositions. Instructors ranked evidence and reflections on some dispositions higher than others, although overall rankings were above average:

Initial: <u>Portfolio</u> Assessment (Dispositions)			
Elementary (Highest to Lowest)	Mean (1-3)*	Secondary (Highest to Lowest)	Mean (1-3)*
Ethics	2.29	Inquiry	2.28
Inquiry	2.26	Ethics	2.25
Collaboration	2.23	Collaboration	2.23
Decision Making	2.21	Decision Making	2.21

*1—Progressing, 2—Proficient, 3—Distinguished

Note: Portfolio assessments for Initial programs are more fully described for Teacher Education and GTC in [ED 430](#), [431](#), or [685 Winter](#). Portfolio data are still being collected for final SPA reports, however, and should be considered preliminary.

At both Initial and Advanced levels, clinical performance and follow-up studies assess dispositions indirectly. This table shows mean scores when performance assessments by all five evaluators were combined and then linked back to dispositions. Again we see that some received higher rankings than others, but all were in above average range:

Initial and Advanced: <i>Clinical Assessments and Follow-Up Studies</i> (Dispositions)			
Initial (Highest to Lowest)	Mean (1-3)*	Advanced (Highest to Lowest)	Mean (1-3)*
1. Decision Making	2.43	1. Decision Making	2.37
2. Ethics	2.40	1. Ethics	2.37
3. Collaboration	2.39	3. Collaboration	2.32, 2.28
4. Inquiry	2.36	4. Inquiry	2.27

*1—Progressing, 2—Proficient, 3—Distinguished

Standard 1.7 Student Learning for Teacher Candidates

Assessments for Student Learning

Initial candidates develop basic knowledge and understanding of student learning in child psychology, educational psychology, and school learning courses. These courses emphasize how student differences affect learning, how to create and manage classroom environments, how belief and value systems affect evaluation, and how to design assessment components within lessons. Further proficiency occurs during the two semesters of field experience and seminars stressing methods and materials for meaningful learning. All lesson plans and direct instruction require provisions for student assessment.

Advanced candidates examine assessment and evaluation as they are shaped by historical, political and philosophical perspectives. In emphasis area courses, nearly every program contains at least one course directly related to student development and assessment. Candidates develop competence in constructing student assessments, evaluating instructional methods, and designing individual education programs to fit special needs:

Initial and Advanced: *Course Assessments for Student Learning*

Program	Course(s)	Assessment(s)
Initial	<u>ED 430/431</u> <u>EDG 685</u>	K-12 Student Performance Assessment
Advanced-Teachers		
Early Childhood Education	<u>EDG 612</u>	Thematic Unit
Educational Differentiation	<u>EDG 637</u>	Assessment Construction
Elementary Education	<u>EDG 637</u>	Assessment Construction
Middle/Secondary/Adv. Content	<u>EDG 637</u>	Assessment Construction
Educational Technology	<u>EDG 620</u> <u>EDG 621</u>	Software/Web Evaluation, Technology Adoption Plan Analysis
English as a Second Language	<u>ED 631, 633</u>	Thematic Unit, Ethnic Group Research
Reading/Language Arts	<u>EDR 696</u>	Portfolio E
Emotional Impairment	<u>EDS 636</u>	Assessment Battery Report
Learning Disabilities	<u>EDS 636, 640</u>	Assessment Battery Report, Student Progress Report
Cognitive Impairment	<u>EDS 622</u>	Individualized Education Program Project

To link to syllabi and assessments of record, refer to individual courses above or Assessment System—Initial and/or Advanced for Teachers. Candidate work samples may be reviewed in the on-site exhibit room.

Initial standards most closely linked to student learning appear in all aspects of Domains 2 and also in 1-f. Advanced programs evaluate practicum candidates on student learning through all elements of NBPTS 1 and also through 3-d.

Over 90% of Initial candidates and over 95% of Advanced candidates achieved Proficient or Distinguished rankings in clinical practice. Again, however, follow-up percentages drop as the setting and points of comparison change:

Initial: Clinical Assessment, Follow-Up Studies		(Student Learning)		
Domain 2—Classroom Environment-- a) Emphasizing students and student learning, b) Creating respect and rapport, c) Establishing a culture for learning				
Clinical Practice	1-Progressing	2-Proficient	3-Distinguished	Mean (1-3)
Candidate Self Rankings	8.1%	45.0%	46.9%	2.49
Education Faculty Rankings	6.6%	46.6%	46.8%	2.53
School Faculty Rankings	4.2%	34.4%	61.5%	2.64
Initial Follow-Up	1-Progressing	2-Proficient	3-Distinguished	Mean (1-3)
Graduate Self Rankings	13.7%	42.8%	43.6%	2.30
Employer Rankings	16.3%	59.4%	24.3%	2.08
Domain 1f. “Assessing student learning”				
Clinical Practice	1-Progressing	2-Proficient	3-Distinguished	Mean (1-3)
Candidate Self Rankings	9.8%	57.3%	32.9%	2.36
Education Faculty Rankings	8.7%	59.7%	31.6%	2.39
School Faculty Rankings	6.3%	44.3%	49.4%	2.54
Initial Follow-Up	1-Progressing	2-Proficient	3-Distinguished	Mean (1-3)
Graduate Self Rankings	20.9%	50.9%	28.2%	2.07
Employer Rankings	29.9%	55.2%	14.9%	1.85
For complete data, refer to Clinical Assessment Data and Follow-Up Studies Data (Initial) .				

Advanced: Clinical Assessment and Follow-Up Studies		(Student Learning)		
NBPTS 1—Commitment to Students-- a) Recognizing individual differences in students and adjusting practice, b) Understanding how students develop and learn, c) Treating students equitably, d) Extending the teaching mission beyond developing cognitive capacity of students				
Graduate Practicum	1-Progressing	2-Proficient	3-Distinguished	Mean (1-3)
Candidate Self Rankings	1.7%	27.9%	70.4%	2.69
Supervisor Rankings	3.7%	30.4%	65.9%	2.62
Follow-Up Studies	1-Progressing	2-Proficient	3-Distinguished	Mean (1-3)
Graduate Self Rankings	9.4%	46.8%	43.8%	2.34
Employer Rankings	7.4%	55.4%	37.2%	2.30
NBPTS 3d. “Regularly assesses student progress”				
Graduate Practicum	1-Progressing	2-Proficient	3-Distinguished	Mean
Candidate Self Rankings	4.3%	35.7%	60.0%	2.56
Supervisor Rankings	4.9%	32.2%	62.8%	2.58
Follow-Up Studies	1-Progressing	2-Proficient	3-Distinguished	Mean
Graduate Self Rankings	13.6%	42.4%	43.9%	2.30
Employer Rankings	15.8%	57.9%	26.3%	2.11
For complete data, refer to Clinical Assessment Data and Follow-Up Studies Data (Advanced-Teachers) .				

Standard 1.8 Student Learning for Other Professional School Personnel

Assessments—Student Learning for Other School Personnel

The goal of all four programs for other professional school personnel is to establish environments that enhance student learning, whether through training for leadership positions, library and media services, or counseling and guidance. Almost all standards in each program relate to this goal, but some are especially relevant. This chart shows the alignment of SPA standards with NCATE 1.8 and provides examples of common assessments within programs.

Advanced-Other School Personnel: *Course Assessments for Student Learning*

Program	Course(s)	Assessment(s)
Educational Leadership	<u>EDG 668, 673, 667/671</u>	Teacher Evaluation, School Climate Survey, Needs Assessment: Effective Schools, Teacher Handbook and Building Procedures
Special Ed Administration	<u>EDG 668</u>	Teacher Evaluation, Professional Development Plan
School Counseling	<u>EDC 623, 625</u>	Individual Student Plans, Academic Group Project
School Library Media	<u>EDG 625, 685</u>	Resource Based Collaboration Project, Practicum Portfolio

To link to syllabi and assessments of record, refer to individual courses above or Assessment System. (Advanced—Other School Personnel). Candidate work samples may also be reviewed in the on-site exhibit room.

Recommendations Related to Standard 1

By winter semester of 2006, a unit-wide curriculum review will be underway for Initial and Advanced programs. Based on the preceding analysis of assessments related to Standard 1, these programs and proficiencies merit further attention.

1. In Initial programs, ensure that candidates are prepared and assessed in knowledge and proficiencies related to individual development, educational psychology, learning theory, learning styles, and exceptionality.
2. In Initial programs, give further attention to candidate proficiency in assessment practices, instructional adaptation, and differentiated instruction.
3. In Advanced programs, identify or establish points in the curriculum to ensure that candidates are proficient in integrating technology for instruction.
4. In both programs, give further attention to providing all candidates with knowledge, skills and experiences for working with special education students.
5. Across the unit, give continued attention to developing and assessing the dispositions expected of professional educators.

(Some 16 individual Program Reports contain more detailed recommendations for program improvement. These reports are available in the on-site exhibit room and will also be explained in more detail for Standard 2.)

Summary

Information in Standard 1 demonstrated how our assessment system evaluates candidates on their knowledge, skills and dispositions. Composite data showed most candidates performing in “Proficient” and “Distinguished” ranges; the data also provided direction for program improvement. In Standard 2, we will examine the design of the unit’s assessment system and the findings derived from the data. Taken together, the first two NCATE standards help us modify and strengthen our curriculum.

Standard 2. Assessment System and Unit Evaluation

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

Overview of Standard 2

Since 2001, nearly all faculty and staff have been involved in designing and implementing a unit-wide assessment system that represents our beliefs about teacher education. The essence of these beliefs is that professional growth at all levels is developmental in nature and occurs over time; therefore, assessment too must be developmental, holistic and ongoing in order to reflect an understanding of how candidates learn. Data-based assessment systems offer considerable potential for candidate and program improvement although ability and achievement cannot be expressed simply in numerical terms and must not be based on a single instance or even a few instances.

Cognitive structural theory provides a framework for faculty to focus on how candidates think, reason, and make meaning of their experiences. Initial and Advanced programs allow candidates to grow over time through experiences of increasing complexity. Unit programs begin with foundational courses that introduce theoretical perspectives while at the same time integrating real world experiences that candidates connect back to the world of theory. As these theory-to-practice connections become more frequent, and as clinical practice intensifies, the candidate ultimately begins to connect the world of theory *forward* to the world of practice.

The process just described also characterizes the reflective judgment model of cognitive structural theory (King & Kitchener, 1994). Through the integration of multiple experiences and guided reflection, candidates form conclusions about complex problems such as poverty in the classroom, diversity and equity. As candidates learn, experience, and reflect, they move to a more advanced stage where they understand that data provide a solid basis for decisions but conclusions must be open to reconsideration as new information becomes available.

Based on these beliefs, the unit’s programs have long been fashioned around the cycle of theoretical understandings, experiential understandings, and reflective understandings.

The cycle occurs over and over during the four program phases: foundational courses, emphasis courses, field experiences, and clinical practice. The unit assessment system, consequently, was designed to correspond to the same four phases—plus one additional phase befitting a reflective judgment model, alumni and employer follow-up after program completion.

The following pages describe the design and implementation of the system, processes for data collection and analysis, and recommendations for program improvement.

Reminder: Readers who would like a brief reference guide to accompany this section should refer to Assessment System—Reference Guide.

Standard 2.1 Assessment System

Development of the Assessment System

Beginning in 2001, the unit developed a common candidate data base to track demographics, program eligibility, admissions, placements, and completion. In 2002, those efforts expanded to developing a system that would also track performance. The performance system drew on contributions from the professional community, beginning with NCATE assessment literature. Over the next three years, we developed and reviewed the assessment system during the course of seven three-hour Work Sessions. Each session was attended by approximately 35 faculty and staff. The unit funded eight faculty and staff to attend NCATE Workshops for Continuing Accreditation near Washington, DC, and faculty attended workshops at AACTE, AERA, and at their professional conferences. During the design stage, we also referred back to earlier formal and informal surveys of candidates, alumni, school faculty, and employers. We identified these as our unit-wide standards and common transition points:

Common Standards

Standards Linked to Programs

	Foundations Knowledge	Field/Clinical Performance	Research Performance
Initial	CLSE Social Foundations	Danielson Domains	n. a.
Advanced-Teachers	CLSE Social Foundations	NBPTS Propositions	COE Research Standards
Advanced-Other School Personnel	CLSE Social Foundations	MDE and SPA Standards	COE Research Standards

Unit Standards:

CLSE: Council of Learned Societies in Education, Standards for Foundations of Education

NBPTS: National Board for Professional Teaching Standards

MDE: Michigan Department of Education

Danielson Domains: Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*.

Alexandria, VA: Association for Supervision and Curriculum Development.

Common Transition Points

Transition Points Linked to Programs and Standards

	1--Program Admission	2—Emphasis Areas	3--Culminating Experience(s)	4—Exit	5--Follow-Up Studies
Initial Standards/ Teachers	CLSE 1,2,3 Domain 1 Admission Criteria	Domains 1, 3	Domains 1,2,3,4	Domain 1 MDE	Domains 1,2,3,4
Advanced Standards/ Teachers	CLSE 1, 2, 3 NBPTS 2 Admission Criteria	NBPTS 1-5	Research 1,2,3,4 NBPTS 1,2,3,4,5	NBPTS 2 MDE	NBPTS 1,2,3,4,5
Other School Personnel	CLSE 1, 2, 3 Admission Criteria	MDE and SPA	MDE and SPA Research 1,2,3,4	MDE	MDE and SPA

Comprehensive and Integrated Measures

The third stage of designing the assessment system was by far the most intensive and resulted in features that will perhaps yield the most valuable results. The goal was to design a system that would not only provide final outcome data but would also point back to program areas that needed improvement. Specifically, the assessment design included the following:

- Common Standards for Each Program
- Common Courses Linked to Common Standards
- Common Assessments Linked to Common Courses
- Common Rubrics for Each Common Assessment
- Common Evaluation Forms for All Evaluators

Each specialty program aligned each common standard with at least one course most relevant to that standard. This course would take primary responsibility for considering the outcomes of that standard. Faculty designed common syllabi, assessments, and rubrics for each course and for all who taught it. These materials “of record” served to anchor each course and link it to the common standard although individual instructors could and did go beyond the common points. At the end of each semester, instructors gathered data on the assessments to analyze in the light of final outcomes.

In Initial programs, each standard has between one and four assessments associated with it. In Advanced programs preparing teachers, most of the ten emphasis areas use one or two common assessments for each standard. In Advanced programs preparing other school personnel, two or three common assessments exist for most standards. (For a separate matrix on each of the three programs, see [Assessment System--Initial, Advanced-Teachers, Advanced-Other School Personnel](#)

(Note: the unit-wide system includes only courses that are common or equivalent for all candidates. For example, a course in elementary math instruction would not be included in the unit-wide system because there is no secondary equivalent. Two separate elementary and secondary courses in reading instruction would be included, however, because they have equivalent outcomes. For special education candidates, the system includes common elementary courses but not additional special education courses.)

Validity and Reliability

To strengthen predictive validity, we looked to the judgments of alumni and employers rather than to other possible indicators of candidate “success” such as grades, number of completers, or candidate satisfaction. Assessments used the same performance standards for each phase: pre and post-completion. Identical questions were posed to evaluators: faculty, candidates, graduates, employers. Using the full two years of data now collected, the unit will begin to examine predictive validity.

Within courses, common assessments and rubrics were developed to enhance inter-rater reliability and to improve consistency of data for evaluation and improvement. Every instructor and every section used the same assessments and rubrics, all of which were designed by regular program faculty and discussed with adjunct faculty in break-out groups at [Adjunct Faculty Orientations](#).

For its first large-scale venture into program assessment, the unit decided early in the process on two principles: 1) to assess the entire population of candidates rather than trying to determine representative samples, and 2) to gather the judgments of all relevant evaluators, not just university instructors. The results are Initial assessments from seven different evaluators, Advanced assessments from four different evaluators, and candidate self-assessments at each of the major transition points. This chart identifies the respondents for each common assessment:

Initial and Advanced: Assessments Linked to Evaluators

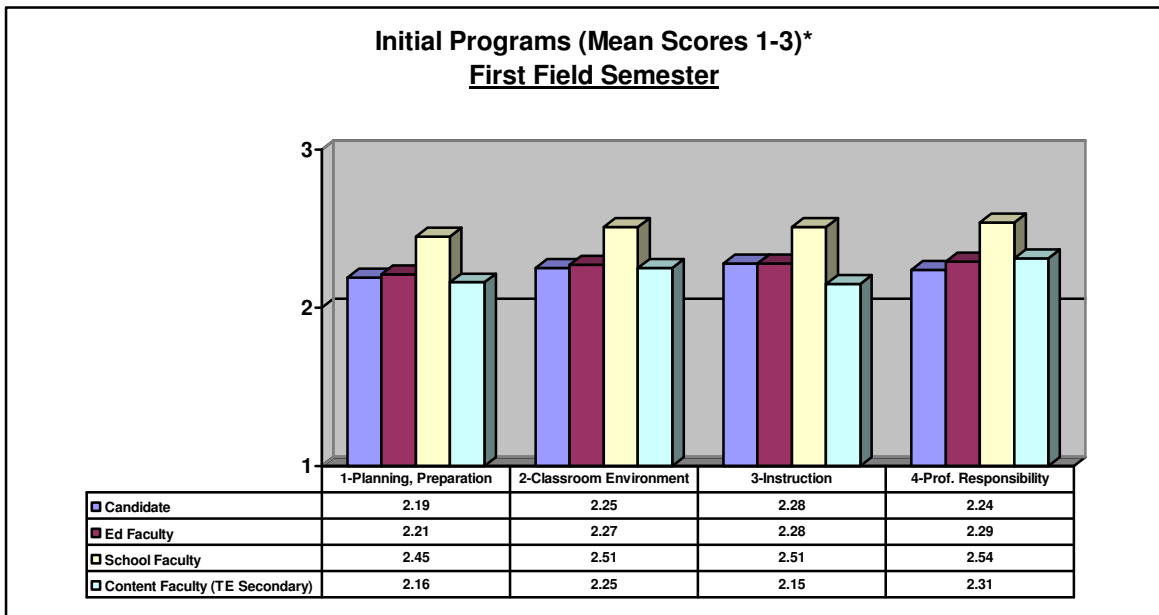
Assessments	Initial Program Evaluators	Advanced Program Evaluators
Course and Field Assessments	Instructors, Candidates, Supervisors, School Faculty, Content Faculty	Instructors
Clinical Assessments	Candidates, Clinical Supervisors, School Faculty	Candidates, Practicum Supervisors
Research Assessments	n. a.	Candidates, Research Supervisors
COE/GVSU Programs and Services	Candidates	Candidates
Follow-Up Studies of Candidates, COE Programs	Alumni, Employers	Alumni, Employers

2.2 Data Collection, Analysis, and Evaluation

Data Collection

All data are collected at the end of each semester from all course assessments and from each of the unit-wide major assessments. At the end of the two-year collection period, data were analyzed by unit heads, program coordinators, and program faculty. Summary reports on findings and recommendations were submitted for 16 programs. These are discussed more fully at the end of this section. For Standard 1, data were displayed according to specific proficiencies. This section displays the same results but in graphic format and according to type of assessment and mean scores:

Summary of Initial First Field Semester Assessments

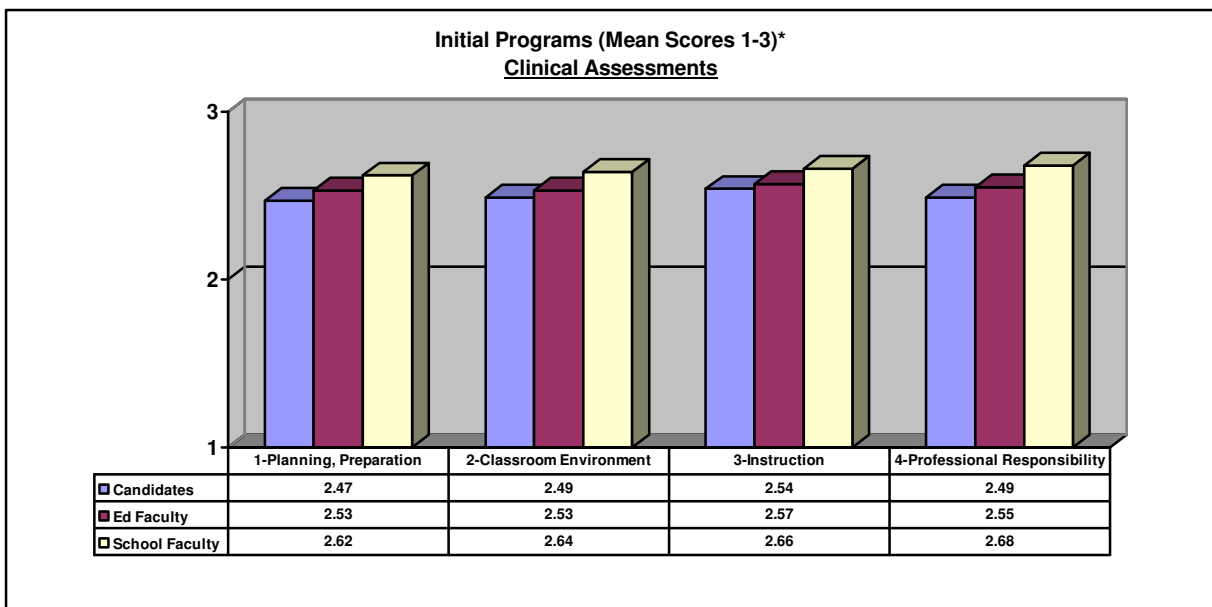


*1-Progressing

2-Proficient

3-Distinguished

Summary of Initial Clinical Practice Assessments

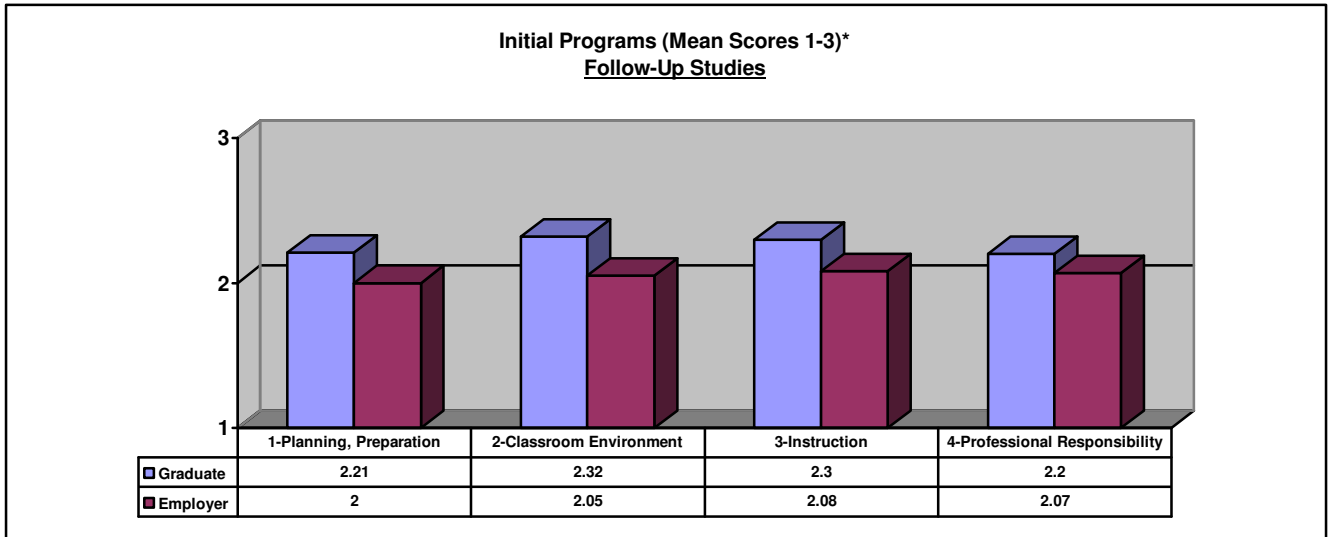


*1-Progressing

2-Proficient

3-Distinguished

Summary of Initial Follow-Up Studies

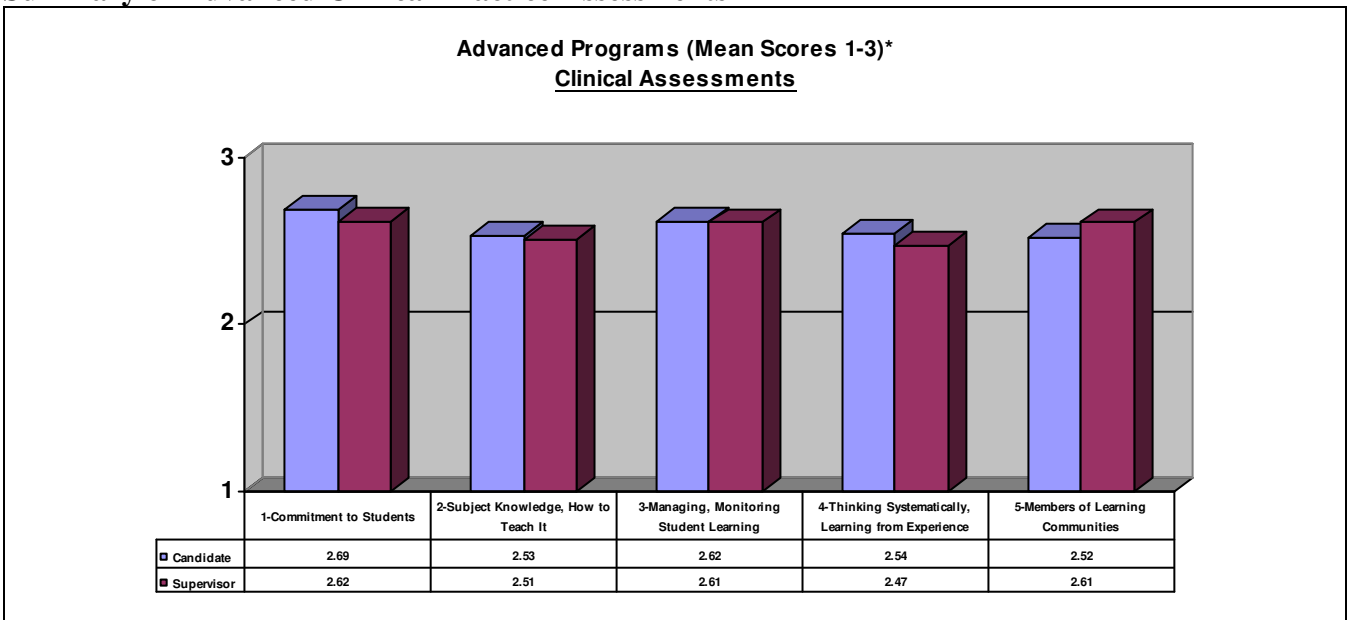


*1-Progressing

2-Proficient

3-Distinguished

Summary of Advanced Clinical Practice Assessments

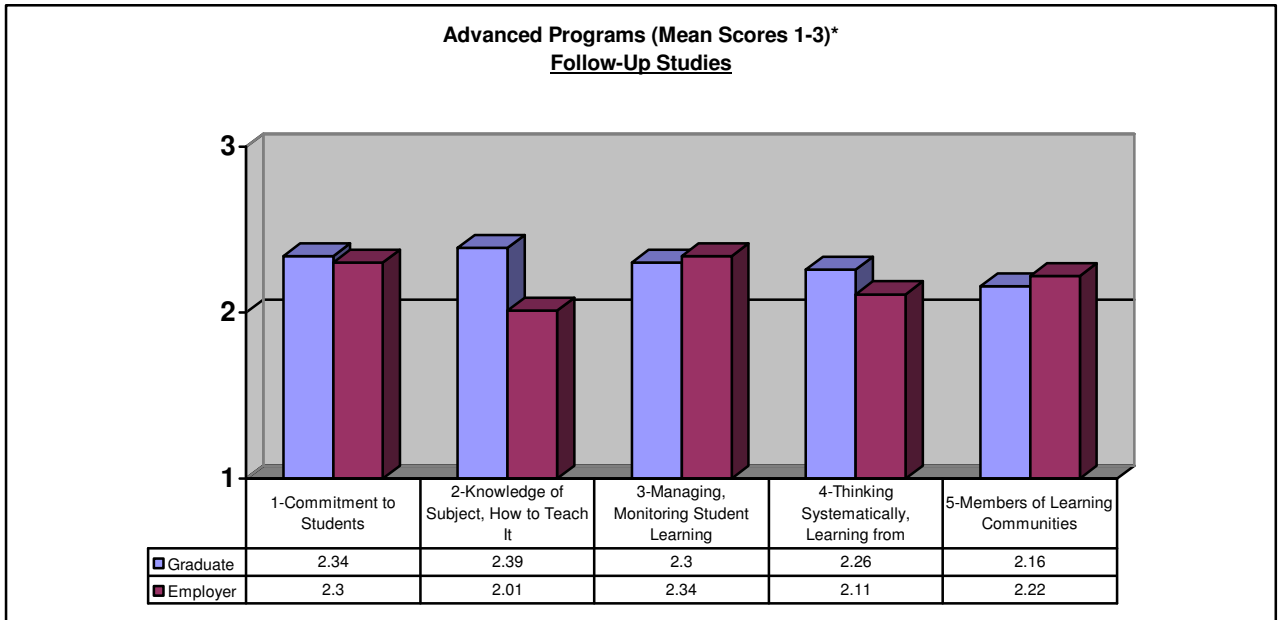


*1-Progressing

2-Proficient

3-Distinguished

Summary of Advanced Follow-Up Studies

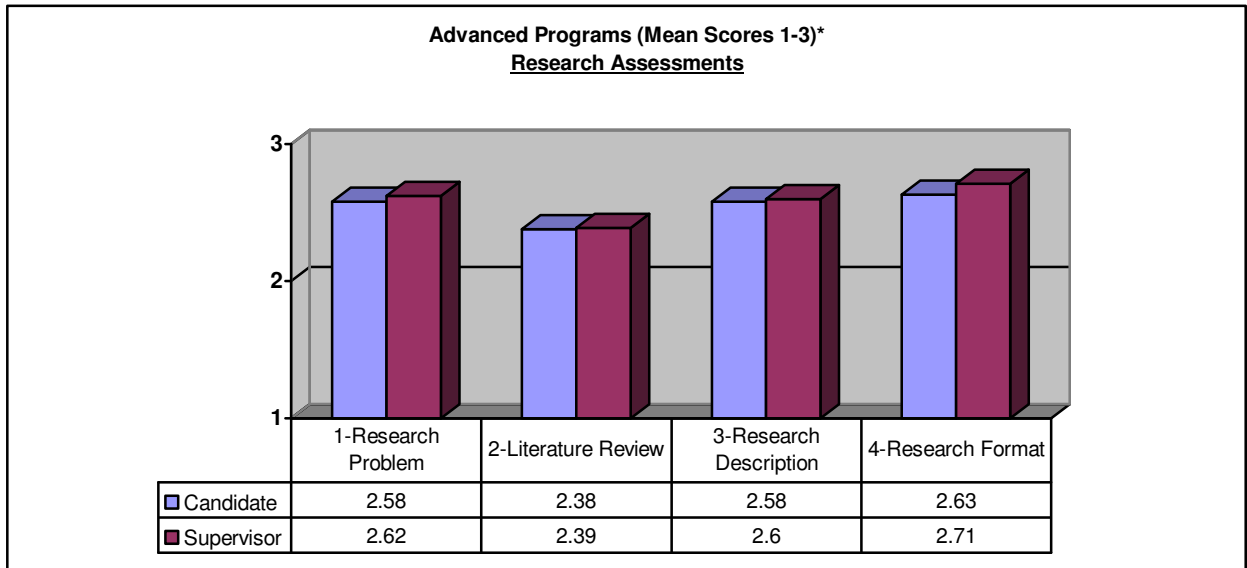


***1-Progressing**

2-Proficient

3-Distinguished

Summary of Advanced Research Assessments



***1-Progressing**

2-Proficient

3-Distinguished

Due Process for Candidates

The Dean maintains a record of formal candidate complaints (those that have not been resolved at the first two levels of instructor and department chair), summarizes them on a regular basis, and reviews them for patterns or concerns with the unit's Leadership Team:

All Programs: Formal Candidate Complaints				
Date	Complaint	Dean's Action	Resolution	Status
10/27/03	Program dismissal, Special Education	Meeting with Dean, field/program coordinators	Dismissed from program	Resolved 10/29/03
03/05/04	Program dismissal	Meeting with Dean, field coordinator	May re-enroll following year	Resolved 03/17/04
03/10/04	Program dismissal, Special Education	Meeting with Dean, field/program coordinators	Dismissed from program	Resolved 3/22/04
05/16/04	Field placement	Referred to placement coordinator	Placed in another setting	Resolved 05/19/04
08/04/04	Course charge, EDC 695	To Provost	Charge refunded	Resolved
08/22/04	Program dismissal, GTC	To Provost	Dismissed from program	Resolved 11/22/04
12/16/04	Field placement	To Student Services	Placed in another setting	Resolved 05/19/04
05/20/05	Online posting of student paper	To Chair	Paper removed	Resolved 05/20/05

Complete files are available to the Board of Examiners upon request.

Information Technologies

The unit's Office of Administrative Services coordinates the technology aspect of the unit assessment system. A contracted database consultant and web design consultant have assisted the office's director, associate director, and data coordinator. Internal systems also interface with the university's Student Information System (SIS) by way of periodic downloads.

The first and largest category to be designed was the Student and Faculty Database. It maintains electronic records on areas such as student demographics, eligibility, current status, field and clinical placements and supervisors, and credentials earned. Regular

updates provide information on placement sites, multicultural sites, schools and school districts, state test scores, qualifications of school faculty, and numerous other items needed for timely service. Finally, this database maintains faculty and staff demographics, assignments, tenure and rank, course and supervision loads, and other data related to personnel and employment.

The second category to be designed was the Assessment Database. For this first venture, we relied on simple paper/pencil scan sheets. These were filled out by the various evaluators on each candidate, then processed electronically. The data were scanned into a text file format and imported into an Access database for data reporting. Descriptive statistics provided data in the form of percentages and means. This information can be further manipulated and reported by program, program level, standard and sub-standard, assessment point, and type of evaluator.

The Trends and Tracking Database comprises the third part of the assessment system and enables us to discern patterns in areas such as overall enrollment, program enrollment, candidate profiles, course registration and cancellation, service locations, candidate and faculty diversity, faculty quality and productivity, unit budget and expenditures, and a host of other areas. Analysis of this information improves the unit's capacity for short-range and long-range planning.

2.3 Use of Data for Program Improvement

Data Analysis and Dissemination

Administrative Services collected data each semester and shared it with the Dean's Leadership Team and the 35 faculty and staff who participated in unit Work Sessions over the three-year period. At the final two Work Sessions, faculty and student services staff received all data sets to analyze and use in final reports and recommendations. Data were analyzed from a number of perspectives: by program, by evaluator, by assessment, by percentages or mean scores, and in tables, charts, and numerous other formats.

Data and recommendations are shared with faculty and staff in College Assembly, with school administrators through Professional Advisory Committee meetings, and with content area faculty from the Teacher Education Advisory Council. Faculty were also encouraged to share data patterns with candidates in courses.

Use of Data for Program Improvement

The goal of any assessment system is to provide direction for candidates and for program improvement. Our newly designed system allows us to examine final performance data, then work backward as necessary to either improve the courses intended to develop each outcome or improve the course assessments intended to measure course outcome. This process provides the College of Education with a robust system to reveal final performance patterns and identify where those performances can be better developed and assessed.

Unit heads, program coordinators and faculty examined final outcome data to discern unit-wide patterns, then examined individual programs. Finally, each program composed and submitted its individual *Program Report: Analysis and Recommendations for Improvement*. (Complete reports are available in the on-site exhibit room.)

Recommendations Related to Standard 2

Based on the information presented in Standard 2, these points merit further attention. (Note: The recommendations that appear here are related only to the unit assessment system, not to specific results.)

1. In both programs, review all courses for omission or redundancy in order to better implement standards-based best practices.
2. In both programs, review common courses, assessments, and rubrics for alignment with final assessment outcomes. (Note: several programs have already re-aligned their assessment design.)
3. In both programs, develop assessment practices that differentiate more precisely between varying qualities of performance.
4. In both programs, analyze possible reasons for differing patterns between evaluators and between pre and post-completion assessments.

Across the unit, the 16 individual Program Reports contain more detailed analyses and recommendations for program improvements. (Complete reports are available in the on-site exhibit room.)

Summary

This section addressed the unit-wide assessment system for the College of Education. It described the design of the system, processes for data collection, overall data findings, and the process for analyzing outcomes for program improvement. In implementing the principles related to Standard 2, the College re-affirms its commitment to standards-based assessment. The next section, Standard 3, will address the design and evaluation of the unit's field and clinical experiences.

Standard 3: Field Experiences and Clinical Practice

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

Overview of Standard 3

In conjunction with Grand Valley State University’s mission as a regional university, the College of Education collaborates with schools and school districts in funded grants, partnerships, in-service education, consultancy, community lectures, and community events. This section focuses on field experiences and clinical practice within the formal curriculum, which together comprise the most extensive type of collaboration between schools and the College of Education.

The College has a well-established history of collaborating with its school partners to prepare candidates for entry to the profession. Graduates and area educators praise the College’s emphasis on field and clinical experience as one of its most valuable features.

1. All Initial candidates participate in at least two full semesters of supervised field experience.
2. All Advanced candidates seeking new endorsements participate in a fully supervised graduate practicum preceded by field experiences in earlier courses.
3. Because of the quality and extent of these experiences, many of our school partners claim preference in accepting our candidates for clinical placements and employment.
4. Candidates themselves credit the quality and extent of field experiences for the additional knowledge and confidence with which they enter their induction year or new positions.

Element 3.1 Collaboration between Unit and Partners

Collaboration on Field and Clinical Experiences

Each semester, classroom supervisors receive Placement Handbooks and other materials. These materials offer specific assistance to supervisors in understanding candidates' responsibilities, evaluating their performance, and using the unit-wide assessment system.

Handbooks provide guidelines on how to help the candidate progress, what the candidate can be expected to do and when, and guidelines are for evaluation. (See Handbooks.)

Several opportunities during each semester allow school partners to assist in shaping the field/clinical portion of the curriculum. The least formal but most frequent opportunity occurs during classroom visits by clinical faculty. Initial supervisors visit a minimum of eight times over the two semesters, Advanced a minimum of three times in one semester. During these visits to observe the candidate, university supervisors also receive valuable feedback from the school about the unit's design and implementation of field experiences.

School faculty are encouraged to communicate concerns through telephone, e-mail or personal meetings and receive immediate priority from university supervisors.

The unit hosts two regular events to facilitate collaboration with its school partners. During the Cooperating Teacher Breakfast each semester, classroom supervisors are invited to campus to meet and share ideas with university supervisors and with each other about the critical service they provide to the profession. Approximately 100-200 school supervisors attend the event while their student teachers and interns take over responsibilities back at the school site.

The second event, attended by approximately 100 superintendents, principals, human resources officials, and teachers, is the day-long meeting of the Professional Advisory Council. The College of Education hosts district administrators at least once a year for a full day of presentations and sharing on issues of district employment needs, curriculum, professional development, and preparation of Grand Valley candidates. At each event the unit solicits suggestions from administrators, implements them where feasible, and reports back the next time the group meets.

Collaboration with School Partners for Placement

The most important bridge between the university curriculum and the world of practice is the candidate's field and clinical experience. The College of Education maintains formal Placement Agreements with 133 districts in the state which outline the responsibility of the university, the candidate, and the host school. The College Field Placement Office in the Student and Information Services Center arranges placements for Initial candidates. The director and four full-time placement coordinators all have past experience as teachers

and school administrators. Each coordinator regularly oversees the same placement category, e.g., elementary or secondary, and thus becomes familiar with individual candidates and placement sites throughout the process.

The Initial placement process begins when the Placement Office asks school administrators for teachers interested in supervising a candidate for field or clinical practice. Placement Coordinators match candidates with schools after determining candidate eligibility, teacher qualifications and credentials, and placement suitability. Determining placement suitability involves not only the teacher, subject area and grade level, but also the location, student diversity of the site, and other requirements which must be met during at least one of the two semester-long placements. Only after the candidate submits a professional resume to the prospective site and is interviewed by the principal and/or teacher does the placement become final. (See Placement Process).

For Advanced teacher candidates typically, the university supervisor, candidate and school mentor determine the placement site together. In many cases the practicum occurs in the candidate's own building or district during the regular school day. Several other placement opportunities such as camps and clinics are also available later in the day and during the summer. For Advanced programs preparing other school personnel, typical practicum sites include administrative settings, school library media centers, and school counseling centers. These too are jointly decided by candidate, supervisor, and administrator.

School Faculty Qualifications

Experience and credentials of school faculty are primary in selecting cooperating teachers and mentors for candidates. Unit policy requires school faculty to have at least three years of K-12 teaching experience, licensure in the appropriate grade level and subject area, recommendation from the building principal, and demonstrated success in teaching children and youth. Exceptions to this policy are rare and are most often due to teacher shortages in certain subject areas where the teacher is certified but teaching a particular subject with special approval, e.g., physics. The following chart shows qualifications of over 900 school faculty working with our candidates during the past two years. It shows that most school faculty have master's degrees or higher, have taught for more than 10 years, and are fully licensed in the subject area they supervise. (For complete details, refer to faculty records in the on-site exhibit room.)

School Faculty Qualifications

Education	N=940	Years Teaching	N=917	Licensure	N=961
Bachelor's Degree	32.1%	Under 3 Years	2.0%	Yes, in Subject Area	98.5%
Master's Degree	61.70%	3-10 Years	35.8%	Yes, but not Subject Area	1.5%
Ed. Specialist Degree	6.20%	Over 10 Years	62.2%		

Element 3.2
Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

Early Field Experience

The unit's strong commitment to practitioner-based education led the unit early in its history to require double the field experience that most other programs did. The first phase of the Initial curriculum provides field experiences through classroom observations, multicultural interviews, inclusion programs, teacher interviews, service learning, child observations, and case studies. These experiences are embedded in introductory courses to education, psychology, technology, and technology. Undergraduate courses include ED 200, 205, and 225. Graduate Teacher Certification courses include EDG 610, 619, and 635. In elementary Teacher Education, some additional courses in the minor require candidates to tutor students in area schools (see Tutoring, Grand Rapids Press).

The second Initial phase (pre-clinical) is an entire supervised field semester in which the candidate serves as a teacher assistant in an assigned classroom all morning, five days a week (ED 330/331/332 or EDG 685-GTC). In the afternoons, candidates take classes in classroom management (ED 310 or EDG 638) and reading instruction (ED 320/321 or EDR 622/623). This arrangement provides candidates an entire 15 weeks to observe and apply the very next day what they discussed in class the afternoon before. During this first experience, candidate proficiencies gradually increase from assisting individuals and small groups to teaching whole group lessons. Candidates are also guided in lesson planning, classroom management, audio-visual equipment and technology, and evaluation procedures. They assist with teaching duties, prepare lessons under supervision, become familiar with textbooks and curriculum, collect resource materials, participate in school activities, attend parent conferences, and gain a broad perspective of schools by observing other classrooms.

In Advanced programs for teachers, hands-on experience is the norm in classes leading up to the culminating practicum. Pre-practicum field experiences vary depending on program, but they all focus on helping Advanced candidates blend theory with practice in student observations, case studies, interviews, intervention plans, assessment batteries, student progress reports, and individual education plans (Refer to Assessment System—Advanced-Teachers.)

Pre-practicum courses in Advanced programs for other school personnel also emphasize “real world” scenarios. In the Educational Leadership program, candidates conduct needs assessments, design school culture surveys, and interview administrators on a variety of issues. Special Education Administration candidates analyze budgets, prepare teacher evaluations, prepare in-service presentations, and identify ways to collaborate with social

services agencies. In the School Counseling program, candidates interview students and teachers, visit counseling centers, and analyze programs for best practices in meeting counseling standards. The School Library Media program offers experience in critiquing school district policies on book selection, establishing policies for collection development, assisting staff and teachers with curriculum, and learning the responsibilities of media center staff through shadowing activities. (Refer to Assessment System—Advanced-Other School Personnel.)

Clinical Practice

As outlined in the unit's Assessment System, field and clinical experiences are aligned with performance standards identified in the unit's conceptual framework. These include each set of Specialty Program Standards, Danielson's Four Domains for Initial programs, and the National Board for Professional Teaching Standards (NBPTS) for Advanced programs.

Clinical practice in the College of Education provides candidates with varied and in-depth opportunities to develop proficiency. Clinical practice for Initial candidates extends to approximately 900 hours. Because they are in the field for two full semesters, most candidates experience the full range of the school curriculum: August opening and June graduation, lower grades and upper grades, general instruction and subject area instruction.

The two-semester experience also allows opportunities to observe other teachers and teaching styles. Teacher Education offers variety with semester-long placements in two schools; Graduate Teacher Certification offers in-depth experience with year-long placements in one school. (Refer to Assessment System—Initial.)

The culminating experience for Advanced candidates is the Graduate Practicum (ED 685), which extends from 15 weeks to 30 weeks depending on program requirements. Some Advanced candidates teach in their own classrooms; others explore other placement venues, many of which are in partnership with or sponsored by school districts other than their own. Besides the traditional classroom, other practicum sites include early childhood sites, migrant programs, summer literacy programs, school-university clinics, on-campus summer camp for learning disabilities, school libraries and media centers, counseling offices, and school administrator/central office settings. Unit faculty supervise all practicum experiences. (See Placement Sites)

For a table outlining each program's specific field and clinical requirements, refer to Overview of Field Experience and Clinical Practice

Use of Information Technology in Field/Clinical Experiences

In any recent listing of significant instructional developments, information technology would surely be near the top. Its use is so pervasive in higher education in general and at

Grand Valley in particular that Education candidates, especially at the Initial level, are familiar with and skilled in its many uses. Concentrated Initial instruction in using and evaluating instructional technology occurs in Computers in Education (ED 205) and Classroom Uses of the Microcomputer (EDG 619). Both courses are aligned with the National Education Technology Standards for Teachers (NETS-T) from the International Society of Technology in Education (ISTE). As candidates progress through field and clinical experiences, all instructional plans must include a technology component that supports teaching and learning. The standards of several other professional associations also address the use of technology, as reflected in emphasis area assessments and practices.

Technology is such a staple in almost every Education course that most candidates welcome it as a resource in instructional planning. A review of syllabi includes these examples whereby candidates themselves use technology for learning: library database searches, World Wide Web, Internet, online searching, e-books, e-mail, web sites, electronic course reserves, data-based analysis, streaming video, discussion boards, discussion groups, electronic bibliographies, and web-enhanced instruction. Both Initial and Advanced programs use most of these technologies, along with tape recorders, camcorders, word processing, data-based assessment systems, demonstration software, computer-based instruction, and adapted technology.

Criteria for Clinical Faculty

Clinical faculty must possess the master's degree or higher in Education or a comparable field and have successful teaching or administrative experience. Preference is given to prospective candidates with recent experience. The dean, unit head, program coordinator, and interested faculty interview final candidates.

Clinical faculty are almost evenly divided between full time (43) and part time (47). Among full time clinical faculty, 25 are tenured or tenure track, and 18 have visiting or affiliate appointments. Recently established, the "affiliate faculty" category allows the College to retain clinical supervisors on full-time renewable contracts. This table shows appointment status and educational background for all 90 clinical faculty members (for complete details refer to faculty records in the on-site exhibit room):

Clinical Faculty Qualifications

Clinical Faculty (N =90)			
Appointment		Education	
Full Time Tenured or Tenure Track	27.8%	Doctorate	70.6%
Full Time Visiting or Affiliate	20.0%	Master's or Ed. Specialist	29.4%
Part Time Adjunct	52.2%		

Support for Candidates

Initial program faculty welcome elementary and GTC candidates to a full-day or evening event before the semester begins. These events feature speakers, activities and panels of first-year teachers. Candidates meet their supervisors and each other to begin forming the support systems that extend through this all-important semester. Conferences such as Fire-Up bring candidates and faculty together throughout their field experiences. (See [Events](#)).

Candidates and classroom supervisors each receive the appropriate materials to explain expectations for the experience. Materials for supervisors place considerable emphasis on collaboration, building rapport, maintaining a supportive climate, seeing the candidate as a team member, and maintaining open dialogue during the semester. Likewise, they encourage the candidate to take risks and not be afraid to make mistakes (see [Handbook](#).)

During the Initial clinical experience, faculty visit the candidate's classroom at least five times, at the Advanced level at least three times. In Advanced programs for other school personnel, field supervisors also provide support. In leadership and administration programs, for example, the mentor/sponsor agrees to support the candidate and give assistance, advice and information in addition to that provided by the university supervisor ([Assessment Systems](#)—Other School Personnel). During clinical practice, all candidates attend regular seminars to share experiences, de-brief problems, and discuss issues related to each program and individual experience.

Technology gives us several additional methods of providing support for candidates. Electronic discussion boards are one of the most popular and helpful connections for candidates in the days or weeks between seminars and classroom visits. Moderated Blackboard discussions and online journaling provide a continuing vehicle for candidates to engage professional issues or simply share problems and successes. (The BOE Team is invited to access the course Blackboard site for EDG 685-GTC to view an example of a web-enhanced practicum that uses discussion boards, videos, and online journaling. (See [EDG 685-GTC-Blackboard](#).)

Clinical faculty make sure their candidates can reach them whenever necessary. Most provide candidates not only with their advising hours and office telephone numbers but also their home numbers, cellular numbers and e-mail addresses. E-mail communication may not have replaced the telephone, but it seems well on its way to surpassing it in volume.

Candidate support is considered essential, even in distant placements. At least one regular faculty member accompanies and leads the field experience in Stellenbosch, South Africa during the entire time. In the Florida Cross Cultural Teaching program, even though supervision is shared by on-site personnel, full-time unit faculty make regular visits, conduct at least two observations on-site, three observations using ITV, and also conduct weekly ITV seminars when they are not on site. In the winter semester, a pilot venture will join the Florida cohort with an Oakland County (Michigan) cohort in weekly ITV meetings.

Element 3.3
Development and Demonstration of Knowledge, Skills, and Dispositions
To Help All Students Learn

Assessment of Clinical Competencies

Entry criteria for clinical practice at the Initial level include completion of the first field experience with at least a B- and positive recommendations, a B- average in professional courses since admission, completion of all professional program prerequisites, and a minimum grade point average in all areas of 2.8 (Teacher Education) or 3.0 (Graduate Teacher Certification). Exit criteria from the clinical semester also include at least a B- and positive recommendations. Final certification requires passing scores on the appropriate state subject area tests, and completion of subject area major, minor and degree requirements (refer to Catalog, pages 332-333). At the Advanced level, entry to the Graduate Practicum (ED 685) requires an overall grade point average of 3.0 and approval from the program advisor.

Throughout the Initial clinical semester, multiple assessment strategies are used to evaluate candidate performance and effect on student learning. Candidates demonstrate lesson and unit planning, student involvement through questioning and feedback, use of technology to help students learn, lesson adaptations, differentiation strategies, pre and post-test student assessment, and a variety of other competencies. (See Evaluation Forms)

Assessment strategies vary for Advanced candidates depending on emphasis area. In addition to delivering instruction, candidates may be expected to help establish curriculum, use technology to improve instruction, analyze school test data, establish evaluation methods, monitor student progress, develop improvement plans, and develop assessment instruments. (For the full range of Advanced assessments, see Assessment System—Advanced)

Joint Assessment

In Initial programs, joint assessment is a continuous process that involves university faculty, school faculty, and candidate. University coordinators are responsible for actual grading, but evaluation conferences between all participants occur throughout the experience. They help establish rapport, maintain good working relationships, and prevent the compounding of minor difficulties. Informal conferences between candidate and mentor occur on an ongoing basis, with formal conferences scheduled in advance between the three participants. It should be noted too that for Teacher Education secondary candidates and K-12 majors, the content area faculty supervisor also observes and assesses performance during the first field semester. (See Assessment System—First Field)

During classroom observations and site visits, university supervisors use a standard form to provide a narrative description of what they saw, the content and delivery of the lesson, classroom interactions, strengths, weaknesses, and suggestions for improvement. During the first field experience, school faculty in Initial programs evaluate candidates once at mid-term and once at the end of the experience. During clinical practice, school faculty evaluations occur four times during the experience. Evaluations at each level are aligned with the unit assessment system (Danielson Domains and NBPTS). (For examples of evaluations linked to standards, see [Evaluation Forms](#))

Reflection and Feedback

Both field and clinical experiences allow time for reflection and feedback from peers and clinical faculty. The site conference is the most consistent vehicle for this process across all programs. Site observations provide a natural time for supervisor, candidate and site mentor to reflect on the candidate's progress. Supervisors provide specific feedback, and candidates are encouraged to self-evaluate their performance. Virtually all programs also include a reflective component on the daily activities that comprise clinical practice. Common examples are reflective journals, online journals, small group or online discussions with peers, daily logs, and post-lesson reflections.

Seminars help candidates build connections between theory and practice and allow candidates to debrief experiences or problems with each other and with their supervisors. At the Initial level, two-hour weekly seminars accompany the first field experience, with another two-hour content seminar for secondary and K-12 candidates. Two-hour weekly seminars accompany the clinical semester. Seminar topics may include instructional methods and techniques, management strategies, instructional planning, student motivation, standards and benchmarks, thinking skills, research findings, and current theory. At the Advanced level, seminars typically occur at least three times throughout the semester where candidates and supervisors can discuss concerns and goals, supervisor observations, parental involvement, best practices, program standards, case studies, instructional decisions, and many other items of relevance.

Candidate portfolios in many emphasis areas provide ample opportunity for candidate reflection. Initial portfolios, for example, ask the candidate to look back at activities throughout the program, provide examples of each of the four areas of proficiency, and reflect on progress in attaining that proficiency. Advanced portfolios ask for candidate activities such as reflections, sample student plans, case studies, data analysis, student assessment data, professional development plans, workshop presentations, and many other items relevant to the clinical practicum.

Finally, the scheduling of [Professional Development Days](#) has become a central component of some programs. Held in two-day blocks three times during the semester, they are standard features of both field semesters for elementary Teacher Education candidates. Discussion topics during Professional Development Days may include ethics, law,

educational trends, innovative student projects, employment concerns and numerous other timely topics. The experience has proved valuable not only for the content it provides but also for the opportunity it gives candidates to step back from the rush of daily activities and reflect together on their development as professional educators.

Student Learning and Diversity

Initial programs illustrate their commitment to helping all students learn by requiring that candidates include accommodation and assessment components in all instructional planning. Accommodations might target physical or academic exceptionality, learning styles, or diverse ethnic and gender groups. During actual instruction, candidates collect pre and post-test data on student learning and analyze the results in order to improve their own performance in the future.

At the Advanced level, assessment data is most often part of the culminating portfolio. Of the twelve programs that have a clinical experience, nine require portfolio documentation of student assessment. Programs for special educators have even more extensive assessment requirements throughout the program; for example, assessment batteries (EDS 636), intervention plans (EDS 638), student progress reports (EDS 640), and individual education programs (EDS 622).

Practicum sites for Advanced candidates reflect the full range of diversity that occurs in the school classrooms where candidates are teaching. Non-school sites, chosen for the program's specific emphasis, reflect the special population for which the candidate is studying. These include at-risk programs for elementary, middle and secondary candidates; migrant programs for ESL candidates; English language limited students for the Reading practicum; and several kinds of diversity for special education programs. These practica include working with rural youth, adjudicated youth, and schools in crisis. Additionally, almost all student populations at these sites have an over-representation of youth from minority and low socio-economic backgrounds.

Unit policy on multicultural placement for Initial programs requires that each candidate have a semester-long supervised placement in a culturally diverse site, defined as having at least a 20% multicultural population. Candidates may have more than one such placement but must have at least one. For the two northern Michigan placement sites that have limited cultural diversity, this definition was expanded to include populations of low socio-economic status. (This policy will be addressed more fully with Standard 4.)

Because of its commitment to provide candidates with the widest possible range of experiences, the unit developed other opportunities for candidates to have diverse experiences. International experiences for Initial candidates include the South Africa program, which offers Teacher Education candidates six weeks of their first field semester in partnership with the University of Stellenbosch near Cape Town. A total of 44 candidates have participated in the South Africa program, with another cohort scheduled for winter semester 2006.

Three years ago, the College joined the Consortium for Overseas Student Teaching (COST), which places candidates in one of 15 countries for clinical practice in kindergarten through secondary settings. To date, 18 candidates have participated, with another 7 candidates scheduled to participate in the coming semester.

The extremely successful, grant-funded Cross-Cultural Student Teaching program places student teachers in Broward County, Florida in schools with a high percentage of students from minority or limited English backgrounds. To date, approximately 35 candidates have participated in the Cross-Cultural Student Teaching experience.

(For details on placement sites named here, see [Placement Sites—Diverse Experiences](#))

Recommendations Related to Standard 3

Some recommendations have already been incorporated under earlier standards, especially under Standard 1. Based on the information presented here, these points merit further attention in relation to Standard 3.

1. At the Initial level, examine ways to bring school faculty into even greater partnership with the unit in designing and implementing field experiences.
2. At the Advanced level, articulate clear guidelines to ensure that practicum candidates participate in comparable clinical experiences. The effort could be modeled after the ED 695 task force efforts to establish common guidelines and understandings despite a wide variety of programs.
3. At both levels, build upon the strong foundation already established for international and out of state programs so that more candidates can participate in diverse experiences not always available in West Michigan and Northern Michigan.

Across the unit, the 16 individual Program Reports contain more detailed analyses and recommendations for program improvements. (Complete reports are available in the on-site exhibit room.)

Summary

This section addressed candidate preparation within the context of field and clinical practice. The College of Education values collaboration with school faculty, sufficient time for candidates to develop proficiencies, and opportunities for candidates to reflect on and strengthen their growth as professionals. In the next section, Standard 4, we will examine candidate preparation within the context of diverse experiences and diverse populations.

Standard 4: Diversity

“The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.”

Overview of Standard 4

The College of Education places the highest priority on developing diversity in its curriculum, candidates, faculty, and field experiences. The university’s 2004 Strategic Plan has as one of its goals “to promote and integrate diversity in all aspects of university life,” which the College of Education plan operationalizes in these steps:

- *Goal:* Recruit a diverse faculty and student body.
- *Objective:* Involve members of departments in their departments’ faculty recruitment efforts. Create a COE minority teacher education student support/resource group.
- *Strategy:* Compare the diversity of the departments’ applicant pools to the market availability for that group before approving candidate pools. Track numbers of minority teacher education students completing certification programs.
- *Accountability:* Diversity Team

This section of the report will address faculty and candidate retention and recruitment, design of the curriculum, and diverse field and clinical experiences. The following items are examples of the unit’s direction and efforts:

1. Over the last five-year period, 154 minority teacher candidates completed Initial programs, a 100% increase from the five years prior to this review cycle.
2. During the past academic year, all three new tenure track positions in the unit were filled by minority faculty.

3. The unit expanded an administrative/professional position to include recruitment and retention of minority teacher candidates.
4. The unit re-focused the TESOL program, instituted the Master's of Education in Counseling, and created a new emphasis in Educational Differentiation. We believe the latter program is the only one of its kind in the country.
5. The unit adopted national curriculum standards for Social Foundations and revised courses to emphasize diverse perspectives about education and schooling.
6. The unit revised its mission and vision statements to emphasize Social Responsibility. and utilizes it as a guideline to measure unit progress.

The unit is proud of these achievements and efforts, especially in an area of the state that has not been known for diverse perspectives. Grand Valley is located in a region of the state admired for its stability and relative prosperity. The strengths of West Michigan are in large part the legacy of the Dutch immigrant population that settled here in the late 1800's. Their work ethic and values are credited for establishing neighborhoods and communities, maintaining manageable costs of living, and generating steady economic growth beyond what almost any other area in the state has experienced.

Until recently, however, diversity has been less characteristic of the area. Sometimes this fact lends itself to affectionate caricature, other times to harsh criticism. The West Michigan landscape is changing rapidly, however, due to societal forces and expanding populations. Civic leaders and residents admit—as do many College of Education candidates themselves—that the very characteristics which served the area so well in the past may also have limited other cultural, political, and ideological perspectives. Most candidates want to grow beyond these limitations. The unit believes it is critical to provide experiences that enable them to become the best educators they can be for all students.

4.1 Design, Implementation, and Evaluation of the Curriculum and Experiences

Design of the Curriculum and Experiences

A fundamental portion of the unit's focus on diversity begins with Foundations courses. In deciding two years ago to adopt the Council of Learned Societies in Education's Standards for Social Foundations, the unit wished to promote an even fuller understanding of the significance of diversity in a democratic society. Basic to this goal is for candidates to understand individual differences and adapt instruction accordingly. The newly adopted curriculum standards also lead candidates beyond understanding individual differences to seeing how broader differences of class, race, power, culture, and other social stratifications affect the very fabric of education.

Foundations classes in Initial programs (ED 200, 225; ED 652, EDG 685 seminar) emphasize diverse populations, legal struggles, student rights and responsibilities, learning styles, bias and stereotypes, accessibility, adaptation, and alternative assessments. Initial program proficiencies specify that candidates “use their knowledge of age group, developmental characteristics, varied instructional approaches, interests, and cultural heritage in planning instruction to meet individual student learning needs.”

Foundations classes in Advanced programs (ED 671, 672) address similar topics as those listed above but from the perspective of policy, politics, and schools as institutions. Candidates examine education as a social system, church-state separation, standards and accountability, hidden curriculum, construction of knowledge and many other topics. Among Advanced proficiencies most closely related to diversity in teaching and learning are these from NBPTS: “Candidates treat students equitably and show very clear respect for equity and differences of culture and gender. . . (they) extend their mission beyond developing the cognitive capacity of students . . . (they) are effective in fostering student self-esteem, motivation, character, responsibility, and respect.” Among Advanced emphasis areas, two new programs were established, and a third program was strengthened to serve growing needs.

1. The emphasis in Educational Differentiation was created and approved during the past academic year to assist the large population of general education teachers who wish to better serve diverse groups in one classroom at one time, e.g., gifted learners, special education students, struggling learners, and numerous others who vary in terms of readiness and interests. The curriculum draws on faculty from special education, general education, and gifted and talented education.
2. The Master’s in Education in School Counseling, was formed around state and national standards which are especially attentive to diversity, legal and ethical issues, special needs, accurate and unbiased assessment, and cultural differences such as race, gender, status, disability and sexual orientation. The program meets growing needs in the state for licensed school counselors and has admitted over 170 candidates.
3. The emphasis in Teaching English to Speakers of Other Languages began five years ago when the state established an endorsement in English as a Second Language. Offered in conjunction with English Department classes, the program has admitted over 160 candidates. Almost 10,000 students in area public schools are identified as having limited English proficiency.

Implementation and Evaluation of the Curriculum and Experiences

All Initial and Advanced programs expect candidates to incorporate diversity principles into their lessons, adapt those lessons for all students, and assess with data whether instruction meets the goal of helping all students learn. Proficiencies related to diversity, adaptation, and assessment appear in six of the common assessments for all Initial candidates:

Initial Proficiencies Related to Diversity, Adaptation and Assessment

Course and Assessment	Selected Proficiencies from 6 Common Assessment Rubrics
Lesson/Unit Plan	The lesson or unit's structure is clear for different pathways according to student needs (<u>ED 200</u>).
Web Quest Unit	Teacher displays knowledge of age group developmental characteristics, exceptions, and the extent to which students follow patterns. Clearly demonstrates how students with diverse needs and abilities are supported through instruction (<u>ED 205</u>).
Literacy Lesson/Unit	The candidate demonstrated in depth and detailed knowledge of the ways in which reading strategies can be adapted based on student engagement, feedback, and learning and conveys that to students through feedback on progress (<u>ED 320/321</u>).
Case Study	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in planning instruction. All the goals are clear, written in the form of student learning, and permit viable methods of assessment (<u>ED 652</u>).
Demonstration Lesson	The candidate demonstrated in depth knowledge of the ways in which assessment must align with instructional goals. Makes a thoughtful and accurate assessment of a lesson's effectiveness and whether it achieved its goals, can cite many specific examples and weigh strength of each (<u>EDG 636</u>).
Field/Clinical Performance	Instructional goals are not only clear, measurable and related to curriculum standards, but are valuable and reflect high expectations while addressing the individual needs of students through differentiated instruction. Assessment criteria and standards are clear and clearly communicated. There is evidence that students contributed to the development of the criteria and standards (<u>ED 430/431</u> ; <u>EDG 685-GTC</u>).

The array of Advanced emphasis areas requires an individualized approach to assessments for curriculum diversity. Within emphasis areas, however, all candidates have common assessments. This table shows proficiencies from at least one common assessment in each of the 14 Advanced emphasis areas:

Advanced Proficiencies Related to Diversity, Adaptation, and Assessment

Program and Assessment	Proficiencies from Common Assessment Rubrics in 14 Advanced Programs
Early Childhood: Case Study Intervention	Candidate displays extensive understanding of student differences and makes needed changes based on students' interest, circumstances, or abilities (EDS 647).
Ed Technology: Technology Plan	Addresses a broad range of technology resources to adapt instruction to different learning needs and ability levels and support second language learners (EDG 621)
Emotional Impairment: Classroom Indicators	Teacher is adept at identifying strengths and needs across a wide range of domains; modifies curriculum accordingly (EDS 610).
Learning Disabilities: Assessment Battery	Time skills section includes data on the student's ability to tell time on an analog clock, to recite the days of the week in order and out of order, and to recite the months of the year in order and out of order. Data is presented on the student's knowledge of the four seasons of the year (EDS 636).
Cognitive Impairment: Individualized Ed Project	Chose one formal and one informal adaptive behavior assessment appropriate for the age and ability level of the student. Instruments are accurately administered, scored, and interpreted (EDS 622).
Reading/Language Arts: Writing Lesson	Included extensive details on how teachers could adapt the lesson/activity for different groups, age levels, etc. Thoroughly discussed various ways students could be assessed throughout the processes involved in creating the piece of writing (EDR 631).
TESOL: Thematic Unit	Candidate is very effective in creating or altering instruction to generate/sustain interest, including drawing on students or colleagues (ED 631).
Differentiation: Case Study	Candidate developed more than 10 highly effective lesson plans showing how curriculum is differentiated for talent development students (EDG 641).
Elementary Education: Curriculum Application	Assessment tools are keyed to goals/objectives. Multiple methods are used to assess individual and group progress. Clear tools have been developed to communicate progress with students and parents (ED 630).
Middle Level Education: Research Project	Teacher displays knowledge of the impact socioeconomic, gender, culture, and other contexts has on adolescent development and extent to which students follow patterns (EDG 635)
School Library Media: Collection Dev't Plan	Thoroughly describes the curriculum including: Master list/chart grade levels/subjects, prioritized list, school improvement initiatives, recreational/personal interests, professional/parent needs, and several goals for two high priority areas, one goal for two more areas (EDG 622).
School Counseling: Academic Group Couns.	Addresses ethical and legal issues as well as issues of special needs and diversity. Applies group theory in terms of group dynamic and developmentally appropriate processes (EDC 625).
Ed Leadership: Special Needs In-Service	Content is specifically related to teacher's needs assessment and student performance data. Includes many best practices for enhancing teacher performance, i.e., hands-on activities, easy to apply resources, real life application, relevant materials, and current practices that enhance student performance in general education (EDS 668).
Special Ed Admin: Leadership Philosophy	Highlights human qualities important to making a difference for students with special needs, i.e., communication, trust, dignity, and integrity. Speaks to specific situations that would empower students with special needs to be self-advocates (EDS 667).

Graduate Practicum	Displays extensive understanding of student differences and makes needed changes based on student interests, circumstances, or abilities. Shows very clear respect for equity and differences of culture and gender. Is very effective in the application of learning and assessment processes in the actual classroom. Very effective in creating or altering instruction to generate/sustain interest, including drawing on students or colleagues. Uses multiple methods to assess individual and group progress. Communicates student progress to parents clearly and often. (ED 685)
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4.2 Experiences Working with Diverse Faculty

Faculty Experiences

Faculty members have successful and relevant K-12 public school and other diverse experiences. Faculty expertise runs the full gamut of working with students from varied backgrounds, e.g., bilingual students, lesbian, gay and transgendered students, Native American students in reservation schools, students in urban schools, transition programs, second language acquisition, sign language, street youth, abused youth, every category of special education student, and every aspect of special education instruction.

Additionally, faculty have backgrounds in establishing special education camps and schools, founding an orphanage in Mexico, establishing a children's foundation in Thailand, receiving awards for advocacy, conducting scholarship on topics such as literacy, gender, race, behavioral disorders, and early intervention, and participating in a host of other experiences from which they draw in preparing candidates to work with all students. (Complete faculty records are available in the on-site exhibit room.)

Faculty Diversity

The unit maintains a diverse faculty despite a limited number of applicants and an increasing number of faculty retirements. Faculty diversity in the College of Education compares to or exceeds available national percentages for SCDE's. It is also comparable to faculty diversity across the university; in the case of tenure track faculty it exceeds that of the university.

For female faculty, national reports put percentages as low as 30%. The College of Education overall percentage is 57%. When only tenure track faculty are considered, the percentage of female faculty rises to 61%. For minority faculty, national reports estimate the percentage to be around 10%, slightly below the 11.7% figure in the College of Education overall. Among tenure track faculty, however, the percentage of minority faculty rises to 17.7% in the College of Education. During the past academic year, three new tenure track positions were filled by an Asian female, an African American female, and an African American male.

Besides race and gender, College of Education faculty also represent diverse cultures, religions, ages, sexual orientations, and countries of origin that include Colombia, Japan,

Korea, and India. This table shows that unit faculty exceed university figures for female faculty and, among tenure track faculty, also exceed university figures for race and ethnicity:

Faculty Demographics

Full-Time Faculty (Fall 2005)	Full-Time Tenure Track Faculty		All Full-Time Faculty	
	COE N = 45	GVSU N = 692	COE N = 68	GVSU N = 914
American Indian	0.0%	0.2%	0.0%	0.2%
Asian	6.6%	6.5%	4.4%	5.7%
Black	8.8%	4.9%	5.8%	3.7%
Hispanic	2.2%	3.0%	1.4%	3.5%
Minority Faculty	17.7%	14.7%	11.7%	13.8%
White	82.2%	82.9%	88.2%	82.4%
Other	0.0%	2.3%	0.0%	3.7%
Grand Total	100.0%	100.0%	100.0%	100.0%
Female Faculty	62.2%	43.3%	57.3%	45.4%
Male Faculty	37.7%	56.7%	42.6%	54.5%

For data on Initial, Advanced, and School Faculty see faculty records in the on-site exhibit room.

Faculty Recruitment and Retention Strategies

The unit has employed several strategies to increase the number of minority faculty:

1. All faculty, especially minority faculty, make special efforts at professional conferences to meet potential candidates for open positions. An example of a search that was filled using this strategy was the new TESOL position.
2. The Dean is diligent about participating in events that are likely to draw candidates from diverse backgrounds such as the 2005 fall conference sponsored by the ACE Center for Advancement of Racial and Ethnic Equity. The Dean's attendance at the 7th Annual Joint Fellows Conference resulted in recruiting for and subsequently filling the Early Childhood Education position.
3. Adjunct faculty who have taught within the unit are especially viable candidates for tenure track positions. An example occurred this past academic year when we were

able to hire a minority faculty member for Educational Research who had the doctorate and had been teaching successfully in the unit in a part-time capacity.

4. The Provost's Office provides assistance in funding positions when faculty from under-represented groups become known to us. In recent years, these efforts assisted with hiring three of the current eight tenure track minority faculty members.
5. The university makes concerted efforts to improve climate and retention of diverse populations. Examples of recent activities include the two-hour online conference for deans and chairs on *Best Practices in Recruiting and Retaining Diverse Faculty* and the recent large-scale *Campus Diversity Study* that assessed the diversity climate for faculty, staff and students.
6. The unit subscribes to all university efforts to increase faculty diversity, e.g., minority representation on all search committees, search committee trainings on fair search procedures, and implementation of university guidelines for affirmative action and fair hiring practices.

4.3 Experiences Working with Diverse Candidates

Candidate Diversity

Enrollments in the College of Education reflect national trends for SCDE's. Over the last five years, female candidates accounted for almost 73% of College enrollment. White candidates accounted for approximately 93% of enrollment. Socioeconomic status of candidates may be inferred from financial aid statistics showing that over 70% of Grand Valley students receive some form of financial aid.

Candidate Demographics

Candidates 2004/05	COE Initial N = 2,905	COE Advanced N = 4,066	GVSU N = 26,239	(Claritas, 2005) Geographic Area N = 1,311,364
American Indian	0.4%	0.4%	0.6%	0.4%
Asian/Pacific Islander	1.4%	0.5%	2.2%	1.6%
Black/non Hispanic	3.0%	2.1%	4.5%	6.6%
Hispanic/non White	2.0%	1.5%	2.6%	6.8%
Other	1.0%	2.1%	2.0%	1.7%
Identified Minority or Other	7.8%	6.6%	11.9%	17.1%
Identified White	92.2%	93.4%	88.1%	82.9%
Grand Total	100.0%	100.0%	100.0%	100.0%
Total Female	71.3%	74.0%	62.0%	50.3%
Total Male	28.7%	26.0%	38.0%	49.7%

The number of minority candidates has increased substantially over time. As the table below shows, the number of completers identifying as minority or other has increased 100% since the last accreditation cycle, compared to an increase in white candidates of 67.2%. Given the national need for a diverse teaching force, it is also likely that these candidates obtained teaching positions despite a difficult job market for teachers in general. This table shows the last two five-year periods:

Minority Completers (Initial)

Race/Ethnicity	1994-99	2000-05	% Increase
Identified White	1639	2,741	67.2%
Identified Minority or Other	77	154	100%
Total	1716	2,895	68.7%

Candidate Experiences

Across the university, student diversity is 11% overall and 15% for the current freshman class. Considering that Education candidates spend almost four years in the same classes as the rest of the student body, fulfill the same major, minor and degree requirements, and engage in the same activities, any increase in diversity across the university means a potential increase in interactions for Education candidates too. Furthermore, university offerings and activities are so varied that listings such as the following can barely touch the surface of diverse experiences available to candidates:

- *University Curriculum.* Within the university's general education requirements are over fifty courses in seven diversity-related categories: Marginality and Differences; Gender, Society and Culture; Religion; Civil Rights Movement; Freedom and Social Control; and American Mosaic ([Catalog](#), p. 108).
- *University Activities.* Campus activities are widely available to acquaint candidates with differing perspectives and cultures. These range from symposia on evolution and creationism to open lectures about violence to transgendered people. A selection of events from the university online calendar for the first months of the 2005 fall semester provides dozens of other examples ([Diverse Experiences-University Activities](#), Fall 05).
- *International Programs.* Earlier in this report, we noted Education programs that offer diverse experiences outside the country or state. Numerous other study abroad opportunities are available to Education candidates through their major fields of study. Almost 40 programs are offered through the university in virtually every field of study in which Education candidates earn their major or minor (See [International Programs](#).)

- *Education Programs.* Within the Education program, numerous opportunities are available. A partial list would include student organizations, global opportunities, service learning and humanitarian projects. (Diverse Experiences-College of Education)

Candidate Recruitment and Retention Strategies

The College works with units across the university, with other higher education institutions, and with community initiatives in recruitment and retention of future teachers from under-represented groups.

Office of Minority Affairs. The College works closely with the Office of Minority Affairs Multicultural Teacher Education Cohort (MTEC) to assist and mentor minority candidates considering the teaching profession. The partnership with MTEC has been more effective than any other in increasing the number of minority candidates in the College. Although it has experienced reduced financial aid funding, and although not all minority candidates participate in the organization, MTEC continues to be a focal point of College efforts.

Partnerships. The College is active in partnerships with school districts and other teacher preparation institutions aimed at students of middle school and high school age.

- College representatives participate in the (Grand Rapids) Mayor's Cultural Competency in Education Committee which has as one of its goals to increase the number of minority teachers.
- The College works with a consortium of five other area colleges and Grand Rapids Public Schools to examine Teacher Academy models of minority candidate recruitment.
- The unit continues its four-year effort with the AHAANA Teacher Education Program (ATEP) to provide a transition for future minority teachers from high school, to community college, then to teacher education and certification. It is funded by Grand Rapids Public Schools, Grand Rapids Community College, and Grand Valley.
- The Student Information and Services Center (SISC) launched a new effort, the Educational Connections Mentoring Project, in which SISC staff team with staff from the federal TRIO program to foster in urban youth an interest in attending college and in teaching as a profession.

Administrative/Professional Position. The professional position referred to earlier in this report was filled by an African American male with experience in recruitment and retention of minority students. In addition to activities identified earlier, he spends at least one full day per week on campus working with MTEC students, the Office of Multicultural Affairs, and potential minority candidates. He represents the unit at pre-college orientations and at distant recruiting events, especially those held in large urban areas.

Scholarship Assistance. Finally, the College provides significant scholarship assistance for minority candidates. The eight Education scholarships awarded almost \$89,000 in 117 separate awards over the last four cycles. Of this total, almost \$46,000 came from scholarships designated for minority candidates (Scholarship Awards).

4.4 Diverse Students in P-12 Schools

Candidate Proficiencies

Throughout the unit's common assessment system, candidates receive feedback from peers, supervisors and school faculty. They also evaluate their own proficiencies in helping all students learn. These tables show faculty rankings at the end of clinical practice on candidate proficiencies most closely related to this standard:

Initial Proficiencies for Working with All Students (Danielson Domains)

Proficiencies	Rankings by Education Faculty		
	Progressing	Proficient	Distinguished
1b. Knowledge of characteristics of age group characteristics, varied approaches to learning, student skills and knowledge, and student interests and cultural heritage.	5.0%	43.9%	51.1%
1c. Instructional goals that are clear, measurable and related to curriculum standards; are valuable and reflect high expectations, and address individual needs of students through differentiated instruction.	5.9%	51.7%	42.4%
1f. Extensive ability on the part of candidates to create assessments that are congruent with instructional goals both in content and process, clearly communicate the assessment approach to students, gather student contributions to the assessment approach, and provide student feedback of how they have met the standards so that students participate in planning the next steps in learning	8.7%	59.7%	31.6%
3c. Lesson structure that is highly coherent, allowing for reflection and closure as appropriate, and pacing of lessons appropriate for all students.	5.2%	42.2%	52.6%
3d. Feedback that is consistently high quality and given in a timely manner with provision made for students to use feedback in learning.	5.4%	52.5%	42.1%

Advanced Proficiencies for Working with All Students (NBPTS)

Proficiencies	Rankings by Education Faculty		
	Progressing	Proficient	Distinguished
1a. Extensive understanding of student differences and ability to make needed changes based on student interests, circumstances, or abilities	4.6%	32.6%	62.8%
2b. Extensive awareness of difficulties and preconceptions students may bring to a subject and what strategies and materials might assist.	7.2%	39.8%	53.0%
3a. Effectiveness in creating or altering instruction to generate or sustain interest, including drawing on students or colleagues.	5.9%	27.3%	66.8%
3d. Use of multiple methods to assess individual and group progress; communication of student progress to parents clearly and often.	4.9%	32.2%	62.8%

Diverse Placements

Since the mid-1980's, Initial candidates have been required to complete at least one of their two field placements in a multicultural setting, defined as having at least a 20% non-white student population. When the Initial certification program opened ten years ago in the northern Michigan Traverse City area, which had only a 5.8% multicultural population, economic disadvantage was allowed to substitute for the multicultural requirement.

The unit does not define diverse placement experiences for Advanced candidates because of the individualized nature of their programs. Of Advanced candidates with clinical experience in school settings, however, almost 70% do so in districts classified as multicultural or disadvantaged. Furthermore, so many Advanced programs focus on special populations that diverse placements are virtually assured in other settings such as migrant programs, reading clinics, ESL programs, and camps and clinics for students with learning disabilities. (For percentages, see School Diversity in the on-site exhibit room.)

The Placement Office in the Student Information and Services Center arranges placements each semester and monitors the multicultural requirement. Over the last several years, however, locating a sufficient number of multicultural placements has become a challenge. Three factors contribute to the difficulty: 1) there are ten institutions within a 70-mile radius of the College, all trying to place candidates; 2) the year-long nature of Graduate Teacher Certification placements restricts the number of possibilities in that program; and 3) districts are placing limitations on accepting student teachers, seemingly due to a belief that annual yearly progress might be impeded. This table shows the percentage of placements from 2001-2005 that met the diverse placement policy using the current definition:

Initial Placements Using the Existing Definition of “Diverse” Placements

Fall 01-Summer 05	Traverse City (Socioeconomic Disadvantage)	Campus-Teacher Ed (Multicultural Population)	Campus-GTC (Multicultural Population)	Total
Candidates having at least one diverse placement	99.0%	77.6%	49.5%	76.3%
Candidates not having at least one diverse placement	1.0%	22.4%	50.5%	23.7%
Total	100.0%	100.0%	100.0%	100.0%

Some thought has been given to expanding the definition of “diverse” placements to include either economic disadvantage or multicultural population. This table shows what the placement rate would have been if the expanded definition were used:

Initial Placements Using an Expanded Definition of “Diverse” Placements

Fall 01-Summer 05	Traverse City	Campus- Teacher Ed	Campus- Grad Teacher Cert	(SES or MC) Total
Candidates having at least one diverse placement	99.0%	89.8%	58.8%	87.6%
Candidates not having at least one diverse placement	1.0%	10.2%	41.2%	12.4%
Total	100.0%	100.0%	100.0%	100.0%

As the table above demonstrates, using the expanded definition would improve placement percentages but would not solve the problem. A faculty task force was formed to address the issue of limited multicultural placements and suggest ways that candidates might work with a wider range of diverse populations. During the 2006 winter semester, the task force expects to propose a wider range of options that recognizes both district and school diversity and will ask faculty to revise and update the unit’s policy on diverse placements to include diversity of race, ethnicity, language, exceptionality, and socio-economic status.

Recommendations Related to Standard 4

Based on the information presented in this section, these recommendations merit further attention as they relate to NCATE Standard 4.

1. Review all Initial and Advanced programs and revise as necessary so that all candidates have field experiences with students who are diverse in race, ethnicity, language, exceptionality, and socioeconomic status.
2. Continue recruitment and retention efforts for minority teaching candidates. Areas for increased attention might include those shown to draw a higher percentage of minority

candidates, e.g., community college populations, post-baccalaureate populations, and programs with convenient, accessible delivery formats.

3. Identify goals, strategies and timelines for recruiting diverse faculty in each category: tenure track, adjunct, affiliate, and visiting faculty.
4. Undertake a unit-wide assessment and unit-wide discussion on the diversity climate within the College curriculum, the faculty, and the candidate population.

Standard 5: Faculty Qualifications, Performance, and Development

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

Overview of Standard 5

The elements of “Teaching Excellence, Active Scholarship, and Social Responsibility” comprise the unit’s expectations for faculty as well as for candidates. The unit makes concerted efforts to recruit, retain and support faculty who are qualified and who model the three characteristics, at the same time establishing through the faculty governance process more rigorous criteria for unit tenure and promotion.

In the 2005 fall semester, the unit joined the university in campus-wide conversations to define university expectations on faculty workload, productivity and rewards. These examples since the last accreditation review highlight the College’s commitment and progress in recruiting and developing highly qualified faculty members:

1. Full time faculty increased 73.1%, from 41 to 71.
2. Tenured and tenure track faculty increased 60.7%, from 28 to 45.
3. Faculty productivity in scholarship, service and collaboration doubled in most areas and tripled in some.

4. Recognition of faculty expertise and service increased by 80%, as represented by awards received from across the university and from the profession.

The following sections expand on the figures cited above to demonstrate more fully the extent to which faculty teaching, scholarship and service are embedded throughout the unit's activities.

5.1 Qualified Faculty

Among tenured and tenure track faculty in the College of Education, 97.7% hold the doctorate. 100% of visiting and affiliate faculty hold the master's degree or higher. 100% of clinical faculty hold the master's degree, are licensed in the field they teach or supervise, and have contemporary experience in school settings. 98.5% of school faculty are licensed and are recommended by their school administrator:

Faculty Qualifications

Full Time Faculty	Doctorate	Master's				
Tenured/Tenure Track (45)	97.7%	2.3%				
Affiliate/Visiting (26)	3.9%	96.1%				
Clinical Faculty	Doctorate	Master's	Licensure	Contemporary Experience in School Settings		
Tenured/Tenure Track (25)	96.0%	4.0%	96.0%	100.0%		
Affiliate/Visiting (18)	0.0%	100.0%	100.0%	100.0%		
Adjunct (47)	4.2%	95.8%	100.0%	100.0%		
School Faculty	Master's	BA/BS	Licensure	Experience Under 3 Years	Experience 3-10 Years	Experience 10+ Years
N =917-1037 (Some areas not reported)	67.9%	32.1%	98.5%	2.1%	35.8%	62.2%

5.2 Modeling Best Professional Practices in Teaching

Content, Current Developments, and Candidate Learning

“Teaching Excellence” is the first of three priorities in the unit’s vision statement. The College recently strengthened this priority further in revising its guidelines for personnel decisions, which deem effective teaching paramount. Guidelines for the revisions were adapted from the 2003 *Standards for Teacher Educators* (ATE) and expect each faculty member to “model professional teaching reflecting best practices in teacher education (and) inquire systematically into improving one’s own practice.” (See *Personnel Reference Guide*.) Both the university and the unit hold teaching as their primary value.

Foremost for faculty is that they have a thorough understanding of the content they teach and value candidates’ learning and assessment. Course syllabi and assessments of record are valuable not only for assessment reasons but also as part of the discourse among faculty as they determine the essence of each course, essential skills for candidates, how to assess these skills authentically, how to analyze the results, and how to improve programs so that candidates grow professionally. In the spirit of this discourse, the 16 individual program reports and recommendations demonstrate the seriousness with which faculty treat candidate learning and performance (See Program Reports in the on-site exhibit room.)

Candidate Development, Instructional Strategies, and Self-Assessment

Individual course syllabi show a wide array of instructional activities engaged in by candidates: group projects, assessment techniques, peer and self-evaluations, poster demonstrations, strategy and problem-solving sessions, web searches, real-life scenarios, student panels, simulations, videotaped presentations, role-playing, needs assessments, in-service plans, curriculum review, and a host of other instructional activities.

Faculty use of technology in instruction is also apparent in course syllabi, with database research, web-enhanced instruction, and online discussion among the most frequently used. Technology-specific courses at both levels are aligned with the National Educational Technology Standards for Teachers (NETS-T); candidates learn not only to integrate advanced techniques but also to examine the educational and ethical dimensions of technology. Foundations course revisions at the Advanced level ensure a common starting point for faculty to introduce candidates to technology expectations and other graduate level proficiencies in a systematic way.

Faculty assess their own effectiveness as teachers and their effect on candidate learning from a number of perspectives. Since 1997, professional development teams have met monthly during time reserved at every unit meeting for purposes of providing mutual

professional support. Although the concept is being re-examined this year in light of changes in the faculty review process, faculty acknowledge how beneficial the practice is to professional development, self-assessment and collegiality. The concept was the subject of a unit presentation at AERA in 2005 as a professional development model linked to faculty self governance.

Every new faculty member has an experienced faculty member to assist with professional development. Faculty recently formed a Mentoring Committee to supplement these one-on-one experiences. The committee is composed of faculty who have a strong interest in providing guidance for faculty new to higher education or new to the College. It also provides a congenial setting for new faculty to meet for discussion throughout the year.

Classroom observation by a peer every semester is required for all faculty intending to stand for tenure or future promotion. During the present academic year a faculty task force has been examining additional alternatives, e.g., peer coaching models, that might be useful to all faculty in the critical task of self-assessing their classroom instruction and its effect on candidate learning and performance.

Finally, the unit places great importance on the self-reflective critiques prepared by faculty for their reappointment, tenure, and promotion portfolios. Just as candidate development is an ongoing process, so of course is faculty development. In these personal critiques faculty candidates reflect on their strengths, changes made, progress made, and areas for improvement, exercises which are important not only to personnel decisions but to overall faculty growth and development.

5.3 Modeling Best Professional Practices in Scholarship

“Active Scholarship” is the second of three priorities in the College of Education vision statement. In the area of scholarship, the unit’s *Personnel Reference Guide* directs the candidate to “conduct research and disseminate findings to a scholarly audience (and) provide leadership to learned societies in education.” Examples of such achievement include refereed presentations and publications, major funded research, and leadership in major professional organizations.

Tenured and tenure track faculty typically teach or supervise nine credits each semester with the remaining three-credit equivalent reserved for research and scholarship. Following are some examples of research and scholarship that faculty identified as their most significant over the past four years. (Faculty records are available in the on-site exhibit room.)

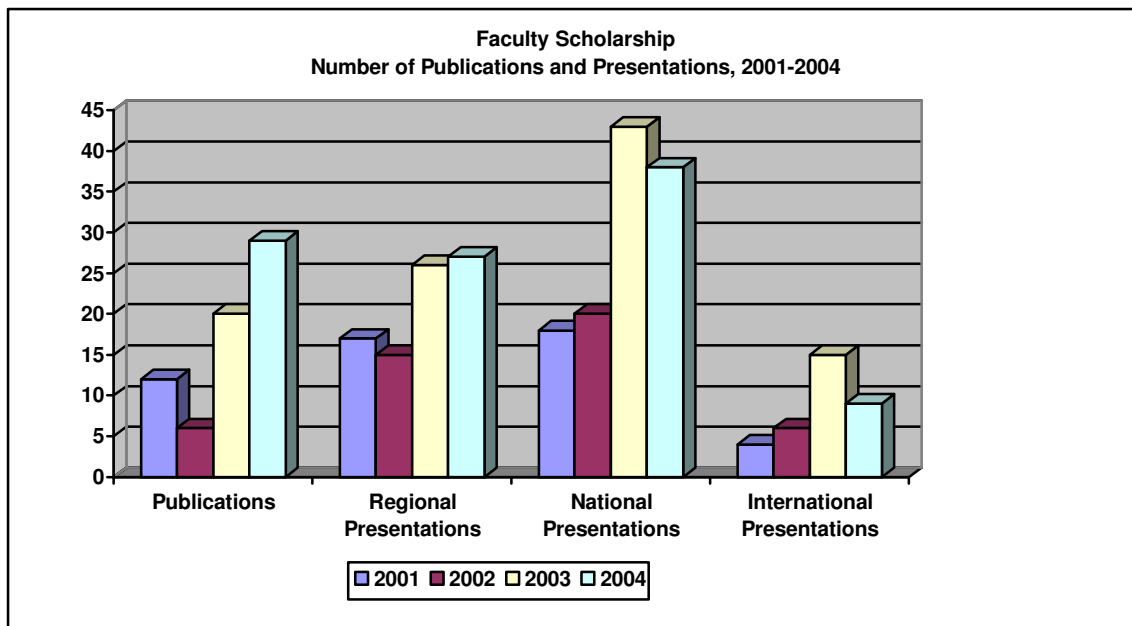
Selected Examples of Publication Topics

Narratives of street youth
 Waldorf education and social justice
 Mediated learning for diverse students in content areas
 Screening for adult learning disabilities
 Self-advocacy for students with disabilities
 African American male honor students' perspectives on teaching as a career
 Peace-oriented instruction
 Global perspectives (New Zealand, South Africa, Korea, Thailand)

Selected Examples of National and International Presentation Topics

Learning preferences revealed by school drawings
 Superintendent succession in Michigan
 Learning environments supported by technology
 Dialogic models for classroom discussion
 Women and secondary administration
 Resiliency in students with disabilities
 Trans-disciplinary service models in special education
 School rebels and body construction
 International high school students' perspectives on gender and sexuality groups
 Kinetic technology and gender roles

Summary of Faculty Scholarship



5.4 Modeling Best Professional Practices in Service

“Social Responsibility” is the third priority in the College of Education’s vision statement. Professional service to schools, the community, the unit, the university, and the

profession is a hallmark of College and faculty activities.

Service to P-12 Schools and the Community

Education-related services to schools and the larger community are among the most active, ongoing responsibilities taken on by College faculty. When asked to cite sample activities since the last accreditation review, these examples of faculty responses showed the high priority they place on this type of service.

School improvement training	Parent advocacy, child advocacy
Technology consultation	Creativity coach
Boards of directors	Classroom volunteers
Literacy projects	Professional development in-services
School board membership	Book, clothing, food drives
Assistance to people with disabilities	Native American school consultant
Sign language instruction	Accreditation teams
School psychology consultation	Assessment consultation
Trial consultant in state gender lawsuit	Gay/Straight Alliances in schools

Service to the Profession

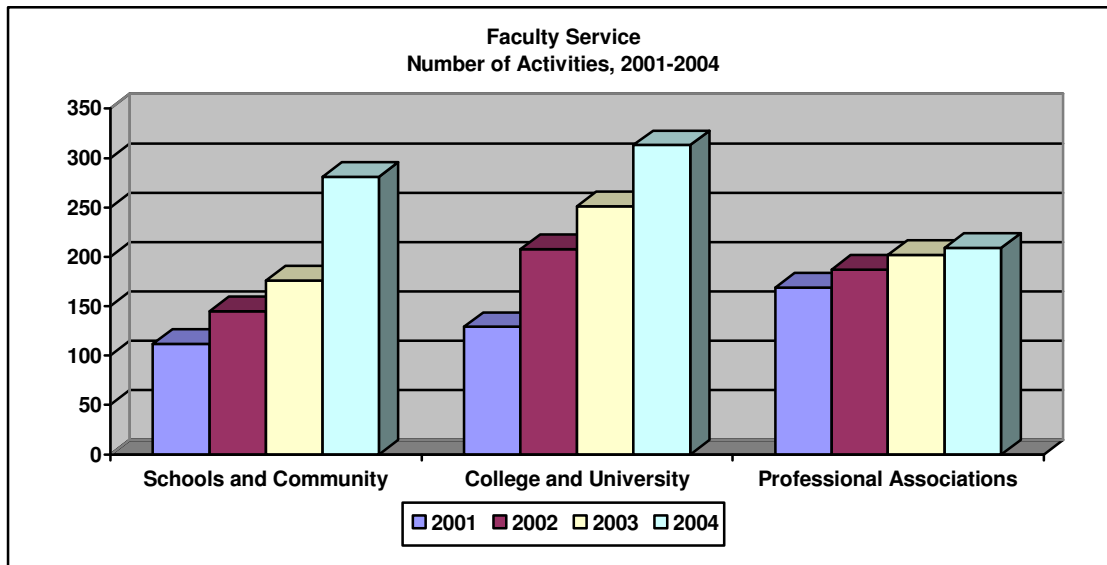
When asked to identify professional memberships and leadership roles for the past four years, faculty cited 75 different state and national associations, 62 different regional associations, and 35 leadership positions at the level of officer, chair or board member. These figures show the extent to which College faculty are active in service to the profession. Such service also manifests itself in advocacy roles that teacher educators fulfill in community and political arenas:

Textbook and manuscript review	Conference proposal review
State benchmarks committees	State specialty area review boards
Legislative testimony	Conference coordination
Professional journal editorial boards	Trained as SPA reviewers

Service to the College and University

The greatest increase in faculty productivity can be seen in faculty service to the unit and university. This increase is due in part to the transition one year ago from a School of Education to a College of Education, which brought increased service responsibilities on all university committees. The solid record of unit and university service, however, is due in even larger part to a spirit of engagement that characterizes unit faculty. During the past four years, College faculty served on 188 different university committees and 166 different unit committees. (Faculty records are available in the on-site exhibit room)

Summary of Faculty Service



5.5 Collaboration

Collaboration with P-12 Schools and the Community (For further details, refer to [Collaborative Activities](#))

Collaboration is one of the four dispositions expected of unit candidates; it also characterizes professional education faculty. As candidates collaborate with students, parents and community, so do faculty collaborate with colleagues, school partners, and the professional community:

Professional Advisory Council	Human Resource Personnel: NCLB
Hot Topics Workshops	Adopt a District
Cool Teacher Awards	Celebration on the Grand
Town Hall Meetings	Zoo Education Center
Best Practices Workshop	Burton Middle School Library Project

Collaboration with Other Units, Universities, and Professional Community

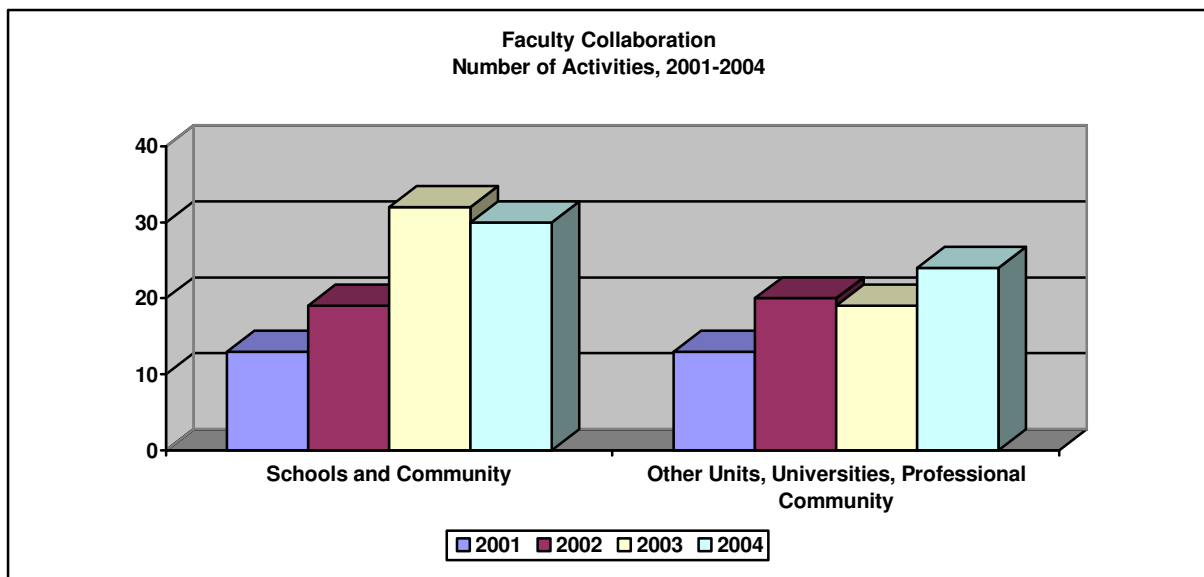
Collaboration with other units in the university is critical because at the Initial level candidates major and minor in content areas rather than in Education. These examples show formal and informal collaboration between the College and other units and between other units and state program review committees.

Teacher Education Advisory Council Celebrate Literacy Conference Lake Michigan Writing Project Content faculty on state Ed committees Program review meetings	University Advising Council M.Ed. concentrations in 7 content areas Consultation for SPA and state reports Technology workshops by Ed faculty Convocation ceremonies
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The College also interact and collaborates on several levels with its professional community, alumni, cohort groups across the state, personnel from other universities, education groups, and interested citizens:

Alumni Association Roundtables <i>Colleagues</i> Newsmagazine Phi Delta Kappa Society Inter-Institutional Teacher Education Council Administrator cohort groups across the state Professional Development Program (approximately 1000 offerings for educators each year)	West Michigan Inclusion Network Fall Lecture Series Collaborative Council of Grand Rapids Partnership doctorate with EMU
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Summary of Collaborative Activities



5.6 Unit Evaluation of Professional Education Faculty Performance.

All faculty are evaluated on an annual basis by the unit head and the Dean. Unit heads and Dean also conduct annual evaluations of affiliate, visiting, and adjunct faculty on the basis

of effective teaching and service to the unit. Affiliate faculty have one- to three-year contracts which may be renewed. Visiting faculty have one-year contracts which may be renewed twice.

For tenure track faculty, the university's *Faculty Handbook* provides the broad framework for faculty evaluation. Within this framework, the College of Education *Personnel Reference Guide* provides guidelines for the College. This abbreviated version shows the systematic and comprehensive procedures used to evaluate faculty:

Faculty Review Process

Schedule for Reappointment, Promotion, Tenure	Assessments	Process	Outcome(s)
<p>Reappointment (third and fifth years)</p> <p>Tenure (sixth year)</p>	<p>Course evaluations</p> <p><i>Personnel Portfolio:</i> Reflective critiques and evidence for:</p> <p>Effective Teaching Prof. Achievement Community Service Unit/University Service</p>	<p>Faculty review candidate portfolio</p> <p>Unit Personnel members meet with candidate</p> <p>Unit Personnel recommends to Faculty Council</p> <p>Faculty Council recommends to Divisional Personnel</p>	<p>Divisional Personnel recommends to Dean</p> <p>Dean accepts/rejects recommendation</p> <p>(Faculty member may appeal decision.)</p>
<p>Promotion</p> <p>Assistant to Associate (typically after 3 years as Assistant)</p> <p>Associate to Full Prof. (typically after 7 years as Associate)</p>	<p>Same criteria as above; increasing levels of productivity</p>	<p>Same as above</p>	<p>Same as above</p>

Schedule for Salary Adjustment	Assessments	Process	Outcome(s)
All Faculty: Annual Review for Salary Adjustment	Course evaluations <i>Faculty Activity Report:</i> Effective Teaching Prof. Achievement Unit/University Service Community Service	Academic unit head meets with faculty to review performance, discuss goals	Unit head recommends to Dean whether faculty member meets, exceeds, or does not meet expectations
		Faculty may also self-nominate for salary increase based on meritorious teaching, scholarship or service. Faculty Merit Committee reviews merit nominations and recommends to Dean.	Dean makes final salary recommendations to Provost. Written rationale is required for recommendations above or below mid-range.

5.7 Unit Facilitation of Professional Development

Together the university and the unit assist faculty in developing and sharing knowledge and skills in areas including assessment, diversity, technology, and other emerging practices. Some opportunities are generously funded and occur on a limited basis, while others are ongoing to help faculty integrate new knowledge and skills over time.

Professional Development Training

The unit's Technology Team completed a project designed to help faculty and staff improve their proficiency in technology and integrate technology into classroom life. The committee used four strategies to accomplish its goals: 1) self assessments to identify areas of strength, 2) easy to use "Tech Bytes" handouts at each monthly unit meeting along with user-friendly demonstrations, 3) eight technology workshops tailored to the requests of small groups; and 4) individual consultations with faculty technology experts or professional technology staff. At the end of the project, 80% of faculty and staff reported increased comfort, proficiency and use of technology.

Workshops and trainings by Information Technology number in the dozens each year and are open to all faculty and staff. Seminars cover every technology type, topic, and level:

basic computer usage, web-enhanced instruction, software programs, online journaling, digital imagery, using university data, video streaming, course management, and more. Instructional technology staff members (I-Tech) are exceptionally active in helping faculty use technology in instruction. Professional staff with special expertise in pedagogy present seminars and provide individual assistance in instructional best practices using technology. (Several Education faculty contribute their technological expertise by co-conducting these seminars with IT staff.)

The Pew Faculty Teaching and Learning Center is a central resource for faculty development in teaching. The center sponsors conferences, workshops, mentoring programs, books and materials, online instructional modules, classroom visitations, and individual consultations. Their services are available to all full time and part time faculty.

Professional Development Funding

Each faculty member is eligible for \$900 annually from the unit for professional development. Most faculty use this assistance to defray conference costs although it may be used for other professional purposes such as association memberships, scholarly publications, and specialized software. The unit also provides \$450 in professional development funding to visiting and affiliate faculty and also to professional staff members.

Scholarly Travel Grants from the Office of Research and Development are available to supplement unit contributions by defraying up to 50% of the cost of attending conferences to present papers, chair sessions, or fulfill duties of office. Research Grant awardees may receive up to \$3000 for scholarly, creative and research activities. For research projects too extensive to pursue during the academic year, Summer Research Stipends supply salary for faculty awardees to work on outstanding research proposals.

The Pew Faculty Teaching and Learning Center awards Teaching Development and Research grants up to \$650 to defray costs for teaching-related conferences and up to \$3000 for extensive projects related to developing courses and curriculum. The Technology Enhancement Award provides up to \$3000 to purchase technology materials to enhance courses. The Scholar-Teacher Award allows up to \$7500 for developing teaching methodologies or new courses. The Presidential Teaching Initiative Awards grant up to \$15,000 to units or interdisciplinary groups for broad, imaginative projects which will result in new curriculum or pedagogies and which have a well-developed plan for assessing student outcomes. Lastly, Teaching Circle Grants are available in small amounts up to \$250 to facilitate faculty dialogue related to teaching and learning.

Financial assistance is also targeted for international initiatives. The Padnos International Center makes available up to \$2500 for Faculty/Staff Exchanges to consult with peers at partner institutions abroad. Partnership Grants up to \$2500 assist faculty for work sustaining activities with partner institutions. Varying amounts are also available from Intercultural Studies Grants to support faculty activities related to attendance at intercultural conferences or efforts to internationalize the curriculum.

The unit provides consistent and prioritized support to develop knowledge and skills in performance assessment. Eight faculty and staff were funded to attend NCATE workshops in Washington, DC on performance assessment. Two NCATE program consultants were brought to campus to work with individual programs on assessment development, and several faculty were able to extend their attendance at professional conferences in order to meet with national consultants.

This year the unit began its Visiting Scholar program to bring an educational researcher to campus to discuss research trends with small groups and consult with faculty on individual projects. A visiting scholar will be invited to spend several days with faculty every semester, with suggestions solicited from faculty.

Awards and Honors

This section concludes Standard 5 by noting the increasing number of faculty awards and honors received for teaching, scholarship, and service. Some of these were chosen and presented by small student groups, others were chosen from among all university faculty, and still others were drawn from the even broader scholarly community. Over the last five years, College of Education faculty members received these outside awards and honors for excellence in teaching, scholarship, service, and overall professional contributions.

Faculty Awards and Honors

Excellence in Teaching	
Caryn King, Ph.D.	Outstanding Educator, Grand Valley State Alumni
Jolanda Westerhof-Shultz, Ph.D.	Outstanding Teacher, Grand Valley State University
Excellence in Scholarship	
Barbara Lubic, Ph.D.	Presidential Service Learning Scholar, Grand Valley State
Claudia Sowa-Wojciakowski, Ph.D.	Biggs-Pine Excellence in Writing, American Counseling Assn.
Jolanda Westerhof-Shultz, Ph.D.	Fulbright Scholar, University of Zagreb, Croatia

Excellence in Service	
Susan Carson, Ph.D.	Globe Award, Office of Multicultural Affairs
Jay Cooper, Ed.D.	Faculty Community Service-Learning, Michigan Campus Compact
Pamela Page	Golden Apple Literacy Award, Kent Reading Council
Nancy Patterson, Ph.D.	Voices from the Middle, National Council of Teachers of English
Barbara Reinken, Ph.D.	Outstanding Service to the College Reading Association
John Shinsky, Ph.D.	President's Award, Michigan Special Olympics
Elizabeth Storey	Golden Apple Literacy Award, Kent Reading Council
Sherie Williams, Ph.D.	Multicultural Contribution Award, Grand Valley State University Professor of the Year, Educational Support Services
Overall Excellence	
Loretta Konecki, Ph.D.	Glenn A. Niemeyer Award, Grand Valley State University
Lisabeth Margulus, Ph.D.	Glenn A. Niemeyer Award, Grand Valley State University
John Shinsky, Ph.D.	Crystal Apple Award, College of Ed., Michigan State University Duffy Daugherty Humanitarian Award, Michigan State University Scholar-Athlete Award, Michigan State University

Standard 6: Unit Governance and Resources

“The unit has the leadership, authority, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.”

Overview of Standard 6

Preparing Education candidates to meet professional, state, and institutional standards is of the highest value to the university and the unit. This priority can be seen in several aspects of university operations: the unit’s position within the revised university structure, its authority for coordinating Education programs across the university, budgetary increases and recognition of the unit’s unique needs, consistent growth in personnel, refurbished facilities and plans for future improvements, and the overall promise of continued support. These highlights serve as examples of accomplishments in unit governance and resources.

1. Since 2003, the unit has flourished under the leadership of Dean Elaine C. Collins, who was appointed after a successful national search.
2. The School of Education was re-named the College of Education, placing it at the same level as other major units.
3. After 40 years, the College of Education was finally able to have a single “home,” the Eberhard Center on the Pew Campus in downtown Grand Rapids.
4. University and unit resources improved several areas of unit operations, with particular improvements coming from growth in personnel, improvements in technology, and development of assessment systems.

The sections which follow expand on these and other highlights as we examine the unit’s leadership, governance, and resources. Also included in this section are the results of the fourth unit-wide assessment, which is administered to all candidates near program exit: Evaluation of Programs and Services.

6.1 Unit Leadership and Authority

Leadership and Collaboration across the University

The College of Education is responsible for administering and coordinating all aspects of professional programs. Guided by professional, state, and institutional standards, the unit develops guidelines, determines criteria, recommends new program to the state and university for consideration, approves the recommendation of all candidates for licensure in the state of Michigan, and ensures the evaluation of all Initial and Advanced programs.

The College is one of eight colleges within the revised university structure and one of six housing professional programs. Dean Collins sits on the Grand Valley Deans Council, Michigan Deans Council, and reports directly to the Provost.

Two formal mechanisms provide avenues for collaboration across the university: the Graduate Council and the Teacher Education Advisory Council (TEAC). Graduate programs work first within the University's Graduate Council on issues of new programs, program revisions, admission requirements, research guidelines, and other matters of concern to graduate programs. Graduate programs also collaborate with the seven content areas that offer concentration courses within the M. Ed. degree: English, history, biology, chemistry, mathematics, music, and physics.

The Teacher Education Advisory Council facilitates cross-campus collaboration with the 24 arts and sciences departments in which our candidates major and minor. This collaboration is critical to candidate success and program quality. Composed of representatives from the unit and the arts and sciences, the Council meets at least once each year to discuss issues affecting candidate preparation. Records from the past five years show agenda topics such as admission requirements, performance assessment, candidate dispositions and professionalism, state test scores, NCATE accreditation, and SPA program submissions. Personnel from the College's Office of Administrative Services meet regularly with arts and sciences faculty to advise on new programs and approval of existing programs. Unit faculty and arts and sciences faculty are also active in discussions with state representatives on specialty program standards and requirements. (See Collaborative Activities)

All new programs and revisions seek approval from the University Curriculum Committee and other relevant governance bodies. The unit is represented on all these bodies along with representatives from other Colleges. (See University Governance)

Leadership in the Unit

Under the leadership of Dean Collins, six units within the College work together to ensure that candidates meet standards and the unit carries out its professional and community responsibilities. Faculty in the three academic units of Curriculum and Instruction, Foundations and Technology, and Leadership and Human Services oversee all courses, field and clinical experiences, research projects, additional endorsement programs, degree programs, and certification requirements. Faculty and staff in the three administrative units of Student Information and Services, Community Outreach, and Administrative Services supervise student services and advising, develop community outreach activities and partnerships, and oversee internal and external policy and program requirements. The Dean's Leadership Team meets every other week to ensure that the unit continues its characteristic spirit of collaboration. Current members of the Leadership Team are the six unit heads, three faculty governance chairs, and the faculty liaison for NCATE accreditation. (See [Unit Organization](#))

Beginning in 2002, the unit undertook a thorough review of unit governance policies and practices to establish or clarify voting procedures, personnel roles, and guidelines for promotion, tenure, reappointment, course assignment, course release, and unit membership. New bylaws established the College Assembly, which includes all tenured, tenure track, visiting, and affiliate faculty, along with all professional staff and office staff. The Faculty Council became the governance body for tenured and tenure track faculty, with two standing committees: Unit Personnel and Curriculum and Standards. (See [Unit Governance](#))

In the 2005 fall semester, the Faculty Council moved forward to develop a plan for curriculum review and possible restructuring of academic units. Two representatives from each academic unit, plus the chair of Faculty Council and the Dean comprise the [Reorganization Task Force](#). A series of open meetings began in December 2005 and will continue throughout the academic year.

Fair and Consistent Policies and Practices

Responsibilities of the [Administrative Services Office](#) cross every aspect of College operations. The office serves as the first line of communication with the state on policies and program requirements; oversees preparation of consistent unit materials, catalog, and website; assists with and maintains records on curriculum approvals and revisions within the unit and across the university; meets federal reporting requirements; is responsible for developing databases and generating reports; and oversees all aspects of assessment, accreditation, and program review. In many respects, the Office of Administrative Services is the unit's central intelligence function.

Services to Students

If Administrative Services is the unit's "head," its heart is the Student Services and Information Center. The Center is the welcoming point for visitors to the College and serves virtually every candidate in the unit through the admission, advising, field placement, and certification functions. Operational since 2002, it is staffed by a faculty member/Director, 6 professional staff, 4 office support staff, and a graduate assistant. Records show that the Center received nearly 50,000 calls and walk-ins during the last academic year.

Center staff meet with candidates by appointment or walk-in, individually or in groups, by telephone, e-mail, or in person. They make group presentations for potential candidates, transfer students, candidates seeking admission, newly admitted candidates, and candidates nearing completion. They work with special populations such as community college, minority, and post-baccalaureate candidates; provide "brown bag" advising updates for faculty; coordinate with other advising centers across the university; and travel to distant sites and recruitment events on behalf of the College. The Center is a gathering point for admission functions, receptions, open houses, and community potlucks for faculty and staff.

The Center's emphasis on community and collaboration is also evident in their professional contributions to the field of student services. In 2005 the staff was invited to the National Conference on Academic Advising to present *Full Service Student Information and Services: A Collaborative Model*. In the 2006 winter semester an article written by the Center's director, "Student Workers Add a Student Perspective," will appear in *Academic Advising Today*.

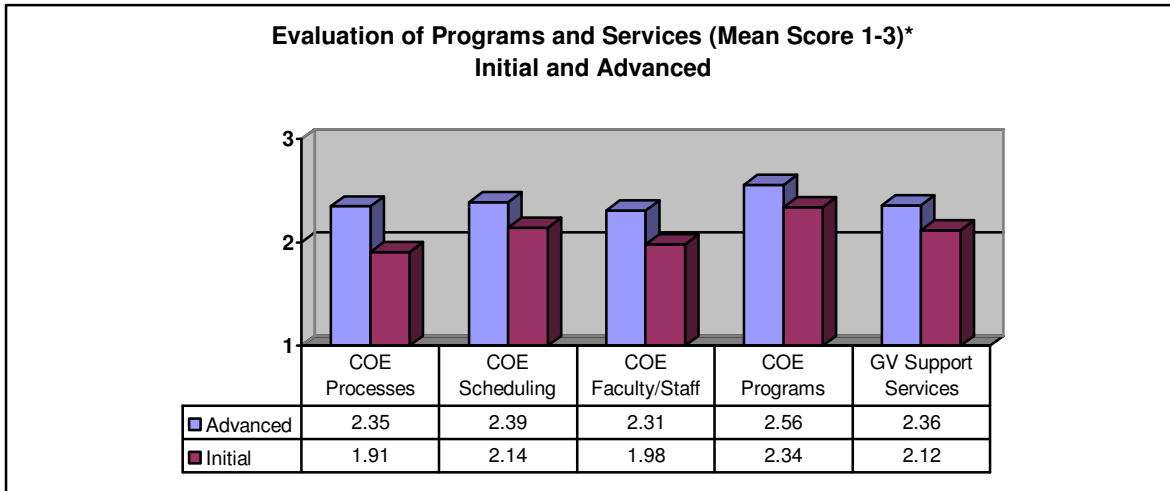
Candidate Evaluations of Programs and Services

A unit-wide assessment that has not yet been addressed in this report is the Evaluation of Programs and Services. Although it crosses many standards, it is most clearly related to Standard 6 and its emphasis on the unit within the university. We believe it confirms an issue that has been problematic for some time and suggests some possible solutions.

The assessment functioned as a broad-based exit survey and was given to candidates in their final course (Initial clinical practice or Advanced research project). The evaluation asked about these five categories and items within.

1. Processes (admission, advising, field placement, certification services)
2. Scheduling (course availability, course sequencing, course times and locations)
3. Faculty/Staff (major/minor advising, Education advising, SISC, other office services)
4. Professional Programs (course quality, field/clinical quality, faculty helpfulness)
5. University Services (library, research, technology, KCRC, career placement, Records)

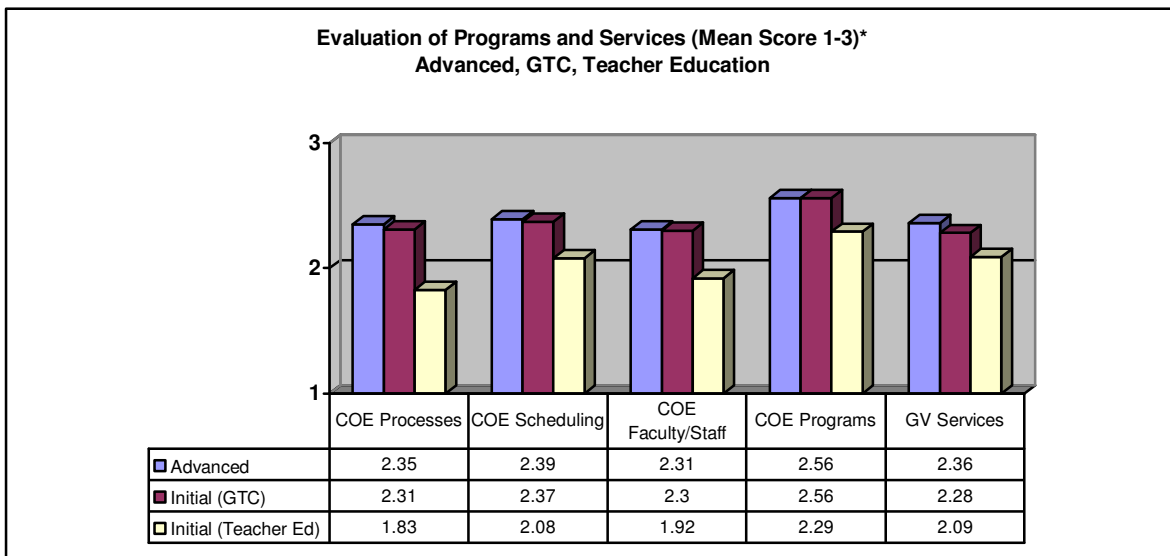
Evaluation of Programs and Services (Initial, Advanced)



*1-Progressing 2-Proficient 3-Distinguished

Evaluations for the most part were in the average and above average ranges. However, it was clear that Initial candidates were consistently less positive about their experiences than Advanced candidates were, and this was cause for concern. As we examined results more carefully, it became apparent that the differences were not so much between Initial and Advanced programs as they were between the two Initial programs, Teacher Education and Graduate Teacher Certification. The next chart disaggregates the results and shows that the low ratings came mostly from Initial Teacher Education candidates, not from all Initial candidates.

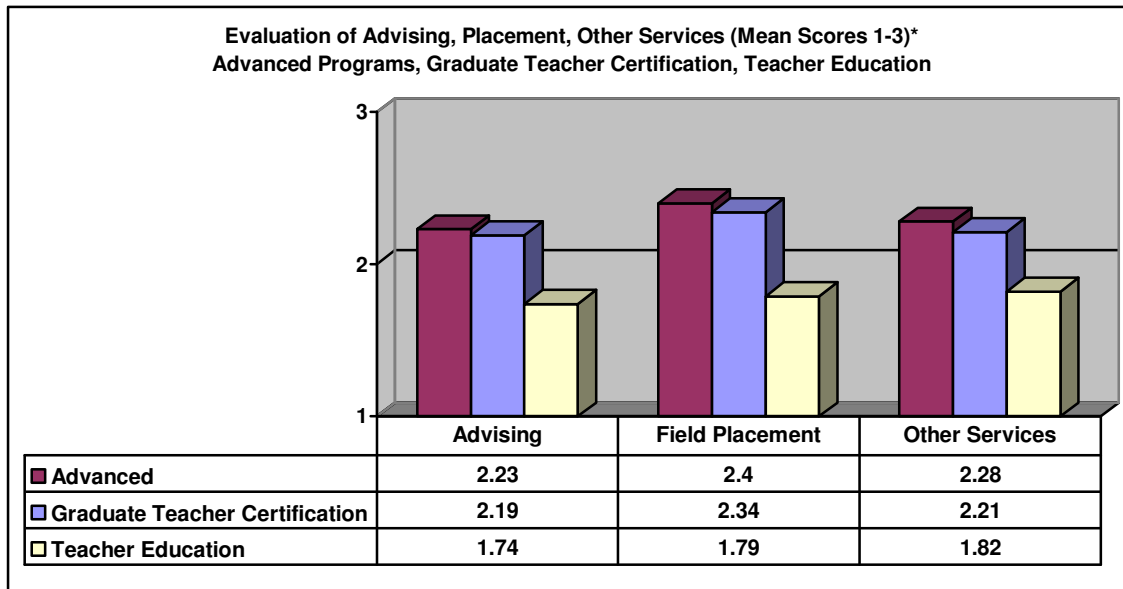
Evaluation of Programs and Services (Advanced, GTC, Teacher Education)



* 1-Progressing 2-Proficient 3-Distinguished

A third chart shows the lowest-ranked of the 19 sub-items:

Evaluation of Advising, Placement, and Other Services



* 1-Progressing

2-Proficient

3-Distinguished

For Teacher Education candidates, areas that include advising and information services have been problematic for some time. The College has put considerable energy and funding into trying to correct the problem—or the perception—but without significant results. Applicants and arts and sciences faculty contend that it is difficult to get consistent, reliable information.

We believe (and the data suggest) that the problem is not with poor advising but rather with unintended consequences stemming from a bifurcated university advising system. Because the university classifies candidates by their academic major, “official” advising occurs in the arts and sciences rather than in Education, even on matters of Education admission and procedures. Furthermore, because there is no reliable way to identify pre-Education candidates, there is almost no contact between candidates and the College of Education until the time of application, typically during a candidate’s junior year.

Despite valiant efforts by many arts and sciences faculty to stay abreast of numerous College procedures, courses, and state certification requirements, the expectation that they can do so is probably unreasonable. Add to this the College’s recent move away from the Allendale campus where arts and sciences programs are housed, and the scope of the problem becomes apparent. By contrast, the system for Advanced and Graduate Teacher Certification candidates dictates that they have direct and immediate contact with Education faculty. We believe that this system results in higher quality experiences and higher quality preparation for candidates.

One of the unit's goals for the near future will be to work together with the university and the arts and sciences to devise methods that will link candidates with the College from the time of first enrollment in the institution. We believe that correcting the difficulties that stem from the current advising system will be one of the most important improvements that can be made to unit operations.

6.2 Unit Budget

Outreach Projects

To extend the head-heart metaphor one final step, we note that the unit's decision to establish and fund the Office of Community Outreach shows its commitment to providing an outstretched "hand" from the College to the community.

Within its four-year history, Community Outreach has partnered in numerous community projects such as the Zoo Education Center, the Adopt a District project, YMCA volunteer activities, and the Fall Community Lecture Series on topics such as school accountability, testing, technology, and character education. The office hosts school personnel and administrators annually and coordinates the College of Education Convocation each semester to recognize graduates and outstanding alumni. It established the College of Education Alumni Association with its successful Alumni Roundtable mentoring sessions for candidates and produces Colleagues, the semi-annual publication that has grown from a small newsletter to a full newsmagazine containing thoughtful articles by faculty and staff. The office is staffed by a faculty member/Director, two professional staff, one office support staff member, and two grant assistants.

The largest funded project administered by Community Outreach is Learning to Give, a \$291,000 grant-funded program developed by the Council of Michigan Foundations to encourage young people in community involvement, volunteer service, and philanthropic activities. Learning to Give is a teacher-developed, standards-based curriculum of 600 lesson plans to be used in schools and higher education. As part of the grant's activities, the Community Outreach office held two four-day Summer Institutes for teachers, administrators, curriculum directors, and teacher educators. The curriculum developed will affect close to 8000 students during this academic year.

Grant Development

The establishment of a Grants Office in 2003 reflects the unit's commitment to the conceptual framework's principles of social responsibility. Since that time, grant funding reached over 1.6 million dollars, exceeding funding from the previous 15 years by 28%. The office is staffed by a faculty member/Coordinator, professional staff member, and graduate assistant.

These are current and recent grants, funding agencies, amounts, and other units with which the unit collaborated:

Grant Activity

Cross Cultural Student Teaching	US Department of Education, FIPSE	\$496,750
CIVICS GR Public Schools, GV Social Sciences, History, Political Science, Geography, College of Education	NCLB Title II	\$175,000
Learning Disabilities Secondary Tutoring	University of Kansas Sub-Grant, NIH	\$53,383
Michigan Middle Start	W K Kellogg Foundation	\$200,000
SUCCESS English, History, Geography, College of Education	NCLB Title II	\$180,000
Building Mathematics Leaders Mathematics, Regional Math and Science Center, College of Education	NCLB Title II	\$183,000
COATT Technology Information Technology, College of Education	COATT-Michigan	\$2,000
DREAMSS II Science, Math and Science Center, Geography, College of Education	NCLB Title II	\$200,000
Holland Public Schools/Middle School Math Mathematics Department, College of Education	US Department of Education	\$49,705
Urban Teacher Academy, Science and Math Regional Math and Science Center, Science, Mathematics, College of Education	US Department of Education	\$200,000

Budgetary Allocations

Despite a severely strained state budget, university funding of Education programs continued its strong foundation for preparing candidates to meet standards. The College of Education ranks second highest in funding among the professional schools. In the three academic years between 2001 and 2004, the unit received approximately 34% of the General Fund Budget allocated for the four professional schools. In 2004-05, the professional schools were reorganized into six Colleges; during that year the College received approximately 24% of the General Fund Budget:

General Fund Budget: Professional Schools

2001-2004	<i>2001-02</i>	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>Totals</i>
Education	8,205,492	9,420,774	9,796,564		27,422,830
Nursing	3,609,527	4,502,278	4,755,826		12,867,631
Social Work	2,622,151	2,801,536	2,793,904		8,217,591
Business	9,893,878	10,846,123	11,166,666		31,906,667
<i>Totals</i>	\$24,331,048	\$27,570,711	\$28,512,960		\$80,414,719
2004-2005 (Professional Schools Reorganized)					
Education				10,115,663	10,115,663
Engineering and Computing				5,391,242	5,391,242
Community and Public Service				7,257,191	7,257,191
Health Professions				3,637,322	3,637,322
Nursing				4,849,479	4,849,479
Business				11,846,710	11,846,710
				<i>Totals</i>	\$43,097,607
					\$43,097,607

6.3 Personnel

Faculty Assignments

The university requirement for full time faculty is a teaching load of 12 credits per semester. In the past, unit faculty teaching graduate courses taught 9 credits and received a 3-credit release for research responsibilities. In 2003, the 9-credit teaching load was extended to all tenured and tenure track faculty in the unit, both graduate and undergraduate, to allow more active engagement in teaching, scholarship, service and P-12 collaboration. Full-time visiting and affiliate faculty retain the 12-credit load. All faculty keep a regular schedule of four hours per week of office advising.

Off-campus and online courses are part of regular load expectations. Online courses usually meet three times during the semester and conduct the remainder of work through Blackboard. Enrollments for most courses, online and on site, range from 15 to 30 students. Course loads for field experiences and Advanced research vary by appointment:

Field, Clinical, and Research Supervision

Appointment	Supervision Load (FTE)			
	Initial Field	Initial Clinical	Adv. Clinical	Adv. Research
Tenure Track	13-18 students	9-12 students	13-18 students	25-36 students
Affiliate/Visiting	19-24 students	15-18 students		

In addition to the 3-credit release for research responsibilities, faculty who assist the unit with significant administrative obligations are eligible to receive course release. Generally, unit heads and directors receive a 2-course release each semester. Program and course coordinators receive a one-course release for the year. Other activities that might be eligible for course release are major accreditation duties, grant coordination, and major governance duties.

Part-Time Faculty

Through the years the College has developed a stable corps of highly qualified part time faculty. Several hold the doctorate, many return every semester, and all have successfully held or currently hold positions as teachers, administrators, central office personnel, consultants, and legal counsel. This table shows the ratio of adjunct to regular faculty, academic degrees, and percentage of credit hours taught. In 2004-05, full time faculty taught approximately 76% of credit hours generated in the unit. (For further details, refer to faculty records in the on-site exhibit room.)

Faculty Qualifications and Assignments

Appointment (N=182)	Doctorate	Masters	% Credit Hours
Tenured/Tenure Track Faculty	97.7%	2.3%	41%
Visiting and Affiliate Faculty	3.9%	96.1%	35%
Adjunct Faculty	21.6%	78.4%	24%

Administrative/Professional Staff and Office Support Staff

All professional staff hold the master's degree and have successful experience in P-12 schools or higher education. Their average longevity within the unit is in the range of eight years. Professional and support staff meet regularly with unit heads and the Dean of the College to improve operations or discuss matters of concern. All personnel in the College, including professional staff and support staff, hold membership in the College Assembly and participate in discussions and decisions affecting unit operations.

In 2002, the unit undertook a study of work systems and procedures. Clerical positions were subsequently restructured to align with the six administrative units, and eight positions were upgraded. Five part-time field placement coordinator positions were consolidated into three full time positions. Job descriptions were written or updated for every function. As faculty numbers have increased, so too have professional and office staff numbers. (For further details on professional and support staff, refer to Unit Staff).

Professional Staff and Clerical Staff Positions

Positions	2000	2005	% Increase
Clerical and Office Staff	7	11	57%
Administrative/Professional Staff	5	11	120%

Professional Development

The unit and university fully support training and funding for professional development of faculty, professional staff, and office support staff. Notable opportunities are available through the Pew Faculty Teaching and Learning Center, the Office of Research and Development, the Padnos Center for International Affairs, the Grand Valley Excellence Series, technology training, and annual professional development funding from the College.

Unit Funding of Professional Development

Academic Year	Amount	Usage
2001-02	69,300	46,506
2002-03	68,550	42,790
2003-04	71,250	52,352
2004-05	72,600	58,405
<i>Totals</i>	\$281,700	\$200,053

6.4 Unit Facilities

For the first time in its history, the College is housed on one campus and mostly in one building. Although course offerings are still widely available on all campuses, regular faculty, staff, administration can finally function as one College.

The Eberhard Center on the Pew Campus in downtown Grand Rapids was refurbished in 2001 at a cost of well over \$1,000,000. Of that, \$100,000 went to establish the Student and Information Services Center and meet the unit's pressing need for one-stop service for candidates, potential candidates, and returning candidates. Another \$1,000,000 is slated for further improvements to the Eberhard Center by 2007. At that time, the College of Education will have classrooms and offices on six of the nine floors of the Eberhard Center, along with a demonstration classroom, student study center, student lounge and faculty-staff lounge. The library's K-12 Curriculum Resource Center will also move from main campus to the downtown campus.

6.5 Unit Resources Including Technology

Resources across Programs

Because of a change in the budget process midway through this five-year accreditation cycle, it would be misleading to compare allocations across units and programs. In the first two years, the unit budget was divided two ways: graduate and undergraduate. In the last two years, it was allocated across the six units. In the middle year, it was divided one way for the first half of the year, the other way for the second half. (For complete records refer to Unit Budget in the on-site exhibit room.)

Technology Resources

The university leads in creating and maintaining the best possible technology infrastructure and providing services at every level for faculty, staff and students. The Information Technology office provides these statistics:.

- The ratio of public computers to undergraduate students is 1:16.
- Grand Rapids, Allendale and Holland campuses all have wireless access.
- 42% of GVSU courses use electronic course enhancements.
- 27 computer labs are open to students with both Windows and Macintosh environments.
- The downtown campus houses six of these labs with 232 available work stations.
- Most classrooms on the downtown campus, including those in the Eberhard Center, have overhead projectors, ceiling mounted data/video projectors, projection screens, remote control systems, and instructor workstations with PC, VHS, VCR and DVD.
- The Eberhard Center houses an interactive television (ITV) classroom with documentation camera and rear screen projection.
- Available for classroom use are additional items such as movie and slide projectors, cassette and cd players, digital cameras, laserdisc players, and camcorders.
- Students each have 50 MB of personal server file space; faculty each have 100 MB.
- Assistive technology workstations are available in 18 computer labs offering screen magnification, speech reading, writing assistance, headsets, alternate keyboards, pointing devices, adjustable tables, and wheelchair access.

In 2002, the unit served as a pilot site for a \$78,000 mobile computer lab project. The mobile lab contained 24 laptop computers with wireless networking, print capability, MS Office software, Adobe Acrobat Reader, Windows Media, DVD/writeable/CD-ROM drive, and software to create CD-ROMs. The unit now has the use of two mobile labs, one on the Allendale campus and one at the Eberhard Center. The equipment allows the unit scheduling flexibility and the opportunity to model best teaching practices.

Between 2001 and 2005, unit expenditures on technology equipment totaled almost \$154,000 to supply hardware and software to new faculty and update technology for

existing faculty. The unit's goal is the replacement of every faculty computer on a three-year rotation schedule.

Major credit for helping faculty use technology in teaching goes to the unit and the university for increased support for technology seminars and training. In the 2006 winter semester alone, Information Technology will offer approximately 35 seminars and brown bag sessions, each with multiple sections. A review of faculty activity from Education faculty reveals that most faculty participate in at least one technology seminar a year, and many participate in several. In 2004-05, every faculty and staff member participated in technology trainings during monthly College Assembly meetings; several also participated in specially tailored workshops requested by small groups.

Finally, it should be noted that the College of Education consistently ranks at or near the top of Blackboard usage among the professional schools across the university. In the 2005 fall semester, for example, the College of Education used Blackboard's web-enhanced instruction in 179 courses serving 4,137 candidates.

Library Resources

Excellent library services ensure that Education candidates have ample and ready access to curricular and informational materials. The Zumberge Library on the Allendale campus has more than 664,000 volumes, 8000 periodical subscriptions in print and electronic format, and is a United States Government and State of Michigan Depository Library. The Steelcase Library on the downtown Pew Campus features an automated retrieval system that can accommodate 250,000 volumes, printers, computers, and a library instructional center with computers for database access. The library system has 215 separate databases covering all subject areas and lists 209 full text e-journals under the heading of "Education" alone. Interlibrary loan is available to faculty and students at no cost, and an entire library function is devoted to off campus services, materials for course reserve, e-reserve, next-day delivery, electronic delivery, and classroom instruction on site or via ITV. Every department also has its own library liaison. (See University Library)

Of special interest to the unit is the K-12 Curriculum Resource Center (KCRC) which provides K-12 curriculum materials in the form of recent textbooks, 2000 videos, 25 children's magazine subscriptions, 8 computers with 150 educational software programs installed, and teaching aids, games, manipulatives and audio-visual equipment. It is expected that the KCRC, currently housed on the Allendale campus, will move to the downtown campus when the Education building renovation is complete in 2007. Between 2001 and 2005, the unit allocated \$79,000 to purchase KCRC materials.

Assessment System Resources

During this accreditation cycle, the unit devoted considerable resources to developing and maintaining a data-based, unit-wide assessment system to further improve candidate preparation and program quality. Each year saw a major landmark in the development of

the system: analyzing technology needs in 2001, designing databases and assessment systems in 2002, launching the two-year assessment timeline in 2003, and in 2005 analyzing the findings from at least a half dozen evaluators, 16 different programs, and 1600 candidate assessments. This listing outlines some of the financial and human investments that supported the assessment project:

- Established Administrative Services with two professional staff to oversee the system
- Hired a full time trained Data Coordinator to coordinate the system
- Retained the part time services of a professional Database Consultant for four years and a professional Web Designer for one year
- Provided funding for faculty to attend NCATE and SPA training over a four-year period
- Provided course release for faculty members most heavily involved in the assessment effort

(For a complete description beginning with needs assessment and hiring, see [Assessment Technology Resources](#))

The unit believes that the results of the assessment system will enable us to make valuable recommendations for program improvement. The unit-wide assessment system played a significant role in this self study and will continue to do so in the future. Already, in fact, a [preliminary assessment system](#) has been designed for future use and is currently being used on a pilot basis. It features several elements from the existing system but also allows for web-based access, electronic submission, more timely analysis, and more efficient sharing of data with program faculty and candidates.

Recommendations Related to Standard 6

Based on the assessments and information supplied in this section of the report, the following recommendations related to Standard 6 merit future attention.

1. Work with the university to devise methods that will link Initial candidates with the College of Education from the time of their first enrollment and in more official and consistent ways.
2. Ensure that resources are available to adapt and maintain the unit assessment system.
3. Continue the progress already made in ensuring that the unit has sufficient faculty and staff to prepare candidates to meet standards and to allow the unit to meet its professional and community responsibilities.