

HARRIS-STOWE

STATE UNIVERSITY

TEACHER EDUCATION DEPARTMENT

NCATE (& Joint MoSTEP Visit) Institutional Report



Submitted February 12, 2010

OVERVIEW

This section sets the context for the visit. It should clearly state the mission of the institution. It should also describe the characteristics of the unit and identify and describe any branch campuses, off-campus sites, alternate route programs, and distance learning programs for professional school personnel.

A. Institution

A.1. What is the institution's historical context?

Harris-Stowe State University (HSSU) dates back to 1857 when it was founded by the St. Louis Public Schools (SLPS) as a normal school and became the first public teacher education institution west of the Mississippi River and the 12th such institution in the U.S. The earliest predecessor of Harris-Stowe was a normal school established for white students by the SLPS. This school was known as Harris Teachers College after William Torrey Harris, a former superintendent and U.S. Commissioner of Education. In 1920, Harris Teachers College became a four-year institution authorized to grant Bachelor of Arts in Education degrees.

A second predecessor was The Sumner Normal Class, started in 1890 as a normal school for black elementary teachers; it became a four-year institution in 1924. In 1929, its name changed to Stowe Teachers College after Harriet Beecher Stowe. The two schools merged in 1954.

In 1979, Harris-Stowe College became a member of the state system of public higher education. The Teacher Education curriculum was then modified and three majors were approved: early childhood, elementary school and middle school/high school education.

In 1981, the university established the Bachelor of Science degree in Urban Education, the only one of its kind in the U.S. It was designed to prepare non-teaching urban education specialists to be effective in solving problems facing urban schools. In 1993, Harris-Stowe developed two new baccalaureate programs in Business Administration and Secondary Education.

In August 2005, through a state mandate, Harris-Stowe State College obtained university status. Today, the university continues to expand as part of its 21st-century initiative to cater to the educational needs of undergraduate students. **(Exhibit 1 Institutional Report, BOE report, and institutional rejoinder from previous NCATE review) (Exhibit 4 Most recent report prepared for a state program review and the state's findings)**

1963/2000

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

Harris-Stowe State University's primary mission, as set forth in Senate Bill 153, is to address the higher education needs of the metropolitan St. Louis region. Toward the fulfillment of this mandate, the university offers the following academic opportunities: (1) a solid General Education curriculum which serves as the foundation for the university's various baccalaureate degree programs in the three broad professional areas, (2) baccalaureate degree programs in (a) Business Administration, (b) Teacher Education and (c) Urban Specializations.

In addition, the university is thoroughly committed to meeting to the greatest extent possible the needs of a student population that is diverse in age, culture, ethnicity and experiential backgrounds. In short, Harris-Stowe State University is strongly committed to providing a high-quality higher education experience that is both affordable and accessible to the diverse populations within and beyond the metropolitan St. Louis region. The university seeks to accomplish this overarching goal through an extensive academic support program, a college-preparatory academy for urban youth, supervision of student progress and through many community outreach and collaborative partnerships with businesses, government and educational institutions.

Underlying this commitment to high-quality education is the university's emphasis on professional growth and personal development essential for an educated person entering a professional field.

1500/1500

A.3. What are the institution's characteristics [e.g., control (e.g., public or private) and type of institution such as private, land grant, or HBI; location (e.g., urban, rural, or suburban area)]?

Harris-Stowe State University is an urban, public Historically Black College and University (HBCU). Unique among Midwestern tertiary schools, it offers both open-enrollment admissions and high accessibility- geographically and financially.

HSSU is located at the business, education and transportation hub of metropolitan St. Louis. Once a commuter institution, it is now the four-year, residential "university of choice" for first-generation college students who otherwise would not have the opportunity to receive a quality higher education experience. Today, 226 students live on campus in the university's first residence hall. Its satellite campus, established in 2005, houses the business school and is located approximately five miles from campus.

The stability of the institution is demonstrated in the consistency of the administration, having had the same, highly respected president for 30 years.

HSSU does not have its own graduate programs, but offers opportunities through collaborations with Maryville University and the University of Missouri- St. Louis. Courses are taught at HSSU by HSSU faculty, but degrees are issued by the partnering institutions. The Maryville

collaboration allows teachers, particularly from SLPS, to earn principal certification and a master's degree in educational leadership (emphasis: urban education). The University of Missouri collaboration allows students to take graduate courses for a master's degree in education while earning HSSU credit.

1496/1500

A.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the institutional context may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

B. The unit

B.1. What is the professional education unit at your institution and what is its relationship to other units at the institution that are involved in the preparation of professional educators?

The professional education unit at HSSU, the Department of Teacher Education, offers professional courses for teacher preparation. The head of the unit is the dean. General education and content area courses are offered by the Departments of Arts and Sciences, Urban Specializations and the School of Business. These departments work cooperatively with the Department of Teacher Education to determine appropriate requirements, assignments and assessments which meet the national Specialized Professional Association (SPA), state standards, university requirements and department criteria (**Exhibit 3 Unit catalogs and other printed documents describing general education, specialty/content studies, and professional studies**)

The Teacher Education Council, chaired by the dean, reviews policies and programs affecting teacher education. The deans or chairs recommend faculty members from their respective departments to serve on the council. Also, university directors appoint staff from their departments to serve on the council. Student representatives (candidates) and area principals are selected by Teacher Education Council members to serve on the council.

This council also monitors compliance with all standards required to maintain accreditation with the state Department of Elementary and Secondary Education (DESE) and the National Council for Accreditation of Teacher Education (NCATE). The unit dean reports to the Vice President for Academic Affairs, who reports to the President.

1499/1500

B.2. How many professional education faculty members support the professional education unit? Please complete Table 1 or upload your own table at Prompt B.7 below.

**Table 1
Professional Education Faculty**

Professional Education Faculty	Full-time in the Unit	Full-time in the Institution, but Part-time in the Unit	Part-time at the Institution & the Unit (e.g., adjunct faculty)	Graduate Teaching Assistants Teaching or Supervising Clinical Practice	Total # of Professional Education Faculty
Professors	2	0	0	0	2
Associate Professors	1	0	0	0	1
Assistant Professors	7	0	0	0	7
Instructors	3	1	17	0	21
Other	0	0	0	0	0
Total	13	1	17	0	31

B.3. What programs are offered at your institution to prepare candidates for their first license to teach? Please complete Table 2 or upload your own table at Prompt B.7 below.

**Table 2
Initial Teacher Preparation Programs and Review Status**

Program	Award Level (e.g., Bachelor's or Master's)	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs (e.g., State, NAEYC, or Bd. of Regents)	Program Report Submitted for National Review (Yes/No)	State Approval Status (e.g., approved or provisional)	Status of National Recognition of Programs by NCATE
Early Childhood Education	Bachelor's	15	NAEYC	Yes	Approved	National Recognition w/Conditions
Elementary Education	Bachelor's	40	ACEI	Yes	Approved	National Recognition w/Conditions
Middle School Mathematics	Bachelor's	4	NCTM	Yes	Approved	National Recognition
Middle	Bachelor's	3	NCSS	Yes	Approved	National

School Social Studies						Recognition w/Conditions
Middle School Science	Bachelor's	3	NSTA	Yes	Approved	National Recognition
Secondary Mathematics	Bachelor's	5	NCTM	Yes	Approved	National Recognition
Secondary Social Studies	Bachelor's	6	NCSS	Yes	Approved	National Recognition
Secondary Science	Bachelor's	0	NSTA	Yes	Approved	National Recognition
Secondary English	Bachelor's	5	NCTE	Yes	Approved	National Recognition w/Conditions

B.4. What programs are offered at your institution to prepare advanced teacher candidates and other school professionals? Please complete Table 3 or upload your own table at Prompt B.7 below.

Not applicable since the institution does not offer programs for advanced teacher candidates and other school professionals.

**Table 3
Advanced Preparation Programs and Their Review Status**

Program	Award Level (e.g., Bachelor's or Master's)	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs (e.g., State, NAEYC, or Bd. of Regents)	Program Report Submitted for National Review (Yes/No)	State Approval Status (e.g., approved or provisional)	Status of National Recognition of Programs by NCATE

B.5. Which of the above initial teacher preparation and advanced preparation programs are offered off-campus or via distance learning technologies? What alternate route programs are offered? [In addition to this response, please review the "Institutional Information" in AIMS and, if updating is needed, contact NCATE with details about these programs.]

Not applicable since the university does not offer programs off-campus or via distance learning technologies. The university also does not offer alternate route programs.

B.6. (Continuing Visit Only) What substantive changes have taken place in the unit since the last visit (e.g., added/dropped programs/degrees; significant increase/decrease in enrollment; major reorganization of the unit, etc.)? [These changes could be compiled from those reported in Part C of the AACTE/NCATE annual reports since the last visit.]

The most notable changes that have taken place are regarding personnel within the unit. The Dean of Teacher Education, who was also the NCATE Coordinator, resigned effective January 31, 2009. He was temporarily replaced by two faculty members who were both given the titles of Interim Co-Chairs of the Department of Teacher Education and NCATE Co-Coordinators. On August 1, 2009, a permanent dean and a separate NCATE Coordinator who also serves as Director of NCATE/DESE and Unit Assessments, were appointed. A part-time Data Entry Specialist was hired in December 2009 and a part-time Data Analyst was hired in January 2010 to assist the Dean and NCATE Coordinator with data entry and analysis.

In addition, since 2004 the part-time position of Coordinator of Field Experiences was established to ensure that the needs of the candidates, university supervising faculty and cooperating schools are met and to ensure quality placements.

Since 2004, seven full-time faculty members in the unit retired or transitioned to other positions; five of the seven had terminal degrees. Several of the faculty members who retired had small teaching loads due to external funding, thus, the unit has hired four full-time faculty members and four highly qualified adjunct faculty members with terminal degrees to cover the coursework left open by the retired faculty members.

While the conceptual framework has retained the theme "*Effective Teachers for a Diverse Society*," the visual representation of the glyph was altered to make the description of the conceptual framework more understandable to candidates, faculty and others. The dispositions have also been refined to include four broad categories: competence, diversity, reflection and professionalism.

Discussions with P-12 cooperating principals, teachers, faculty members and candidates revealed that there was a need to provide more classroom experience and increased opportunities to use instructional strategies and to apply theory to practice. Therefore, practicum courses (two credit hours each) were added to increase the number of clock hours in the field. The curriculum changes, effective Fall 2006, did not add additional credit hours to the degree/program requirements because selected methods courses were reduced from three to two credit hours to accommodate the changes.

2334/3000

B.7. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the unit context may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

CONCEPTUAL FRAMEWORK

This section provides an overview of the unit's conceptual framework(s). The overview should include a brief description of the framework(s) and its development.

C.1. How does the unit's conceptual framework address the following structural elements? [Please provide a summary here. A more complete description of the conceptual framework should be available as an electronic exhibit.]

the vision and mission of the unit

philosophy, purposes, goals, and institutional standards of the unit

knowledge bases, including theories, research, the wisdom of practice, and educational policies that drive the work of the unit

candidate proficiencies related to expected knowledge, skills, and professional dispositions, including proficiencies associated with diversity and technology, that are aligned with the expectations in professional, state, and institutional standards

summarized description of the unit's assessment system

Harris-Stowe State University and its Teacher Education programs support quality education for an increasingly diverse P-12 student and adult population; place special emphasis on providing educational opportunities for underserved citizens; seek to prepare all persons to fully participate in an emerging technological, service and global market economy and assist teacher candidates from diverse backgrounds with achieving their overall educational goals.

The Vision and Mission of the Unit

The mission of the Department of Teacher Education is to prepare candidates for teacher certification in early childhood education, elementary education, middle school education and secondary education. Since 1991, the university has adopted as its guiding teacher preparation conceptual framework, "*Effective Teachers for a Diverse Society*." This theme grew out of Harris-Stowe's unique history as an early teacher training institution, its designation as an HBCU and its tradition of serving first-generation, financially challenged and minority students. It also emerged in the context of rapidly changing demographics and economics in the region and the university's unique state mandate to meet the needs of the underserved St. Louis community.

The vision of the unit is to prepare candidates to become effective educators who are able to teach within a variety of settings, and who have a real and measurable impact on students. The theme, "*Effective Teachers for a Diverse Society*," encompasses this vision and is the foundation on which all teacher preparation work is based. The visual representation of the conceptual framework illustrates Harris-Stowe's preparation of teacher candidates with ongoing assessment through three components of the program. The three components are as follows:

1. Content and Pedagogical Mastery (Candidates must demonstrate competence in knowledge, skills and dispositions.)
2. Evaluation (Candidates must demonstrate the ability to impact P-12 student learning.)
3. Communication Skills (Candidates must demonstrate the ability to communicate effectively with family, school personnel and community members.)

As candidates move through each of these components, they must demonstrate the applicable teacher roles, dispositions and aligned national and state standards. ([Exhibit 7 Conceptual framework document](#))

The 11 teacher roles that address each of the three components represent the university's vision for the kind of professionals it strives to graduate. The 11 teacher roles include the following:

1. Master of Content
2. Deliverer of Content
3. Skilled Instructor
4. User of Technology
5. Inclusionary Strategist
6. Organizer of Learning
7. Diagnostic Prescriber
8. Evaluator of Student Progress
9. Manager of Behavior
10. Counselor
11. Communicator with Parents

Within each of these teacher roles, candidates are expected to display four dispositions:

1. Competence
2. Diversity
3. Reflection
4. Professionalism

These dispositions, embedded in the teacher roles, align the unit with state mandates to address the unmet higher education needs of the greater St. Louis region, stakeholders and school-based partners. In addition, they help the unit to refine the teacher education curriculum, develop various assessments and infuse clinical experiences with current theory, pedagogy and relevant experiences that produce "classroom ready" candidates who can thrive in a variety of academic settings.

The Philosophy, Purposes, Goals and Institutional Standards of the Unit

The philosophy of the unit supports the theme of the conceptual framework and the mission of the university. Since Harris-Stowe is an HBCU located in an urban setting, its characteristics define its philosophy that all students can learn and that they should be treated with equality and fairness. In conjunction with its purposes and goals of preparing teachers for diversity in their classrooms and in their lives outside the classroom, the unit seeks opportunities to provide candidates with diverse experiences in field and clinical placements. Additionally, the unit encourages candidates to interact with parents, schools and the community, utilizing local resources for development and enrichment. Content, pedagogical and professional knowledge, skills, and dispositions are reflected in the unit's framework, which is developed, and approved by Teacher Education and other university faculty, student representatives and Professional Development School (PDS) partners.

Intrinsic to the conceptual framework is the ongoing monitoring of teacher candidates' performance in relation to teaching competence and to the enhancement of P-12 student learning. The Teacher Education faculty uses these performance evaluations along with feedback from the principals, cooperating teachers and teacher graduates to review and to modify the programs. The conceptual framework revolves around a holistic approach to meeting the needs of learners, enhanced pedagogical knowledge and reflective analysis. The framework defines guidelines for decisions regarding programs of study, field experiences, assessment and the unit's commitment to preparing candidates for work in an increasingly global society. (**Exhibit 9 Reports and findings of other national accreditation association related to the preparation of education professionals**)

The Department of Teacher Education systematically exposes teacher candidates to instructional approaches consistent with the knowledge base of the program. The assigned coursework presents numerous opportunities for teacher candidates to observe and interact with children in a variety of P-12 school settings which helps candidates to learn the purposes and realities of teaching, (i.e., the 11 teacher roles and the four dispositions) and to develop self confidence as professionals. Thus, as practicing teachers, they may then confidently select from a range of instructional options to meet the demands of the schools in which they teach, as well as the needs of individual learners in their classrooms. (**Exhibit 6 Syllabi for professional education courses**)

Knowledge Bases, Including Theories, Research, the Wisdom of Practice and Educational Policies that Drive the Work of the Unit

The conceptual framework is based on the Missouri Standards for Teacher Education Programs (MoSTEP) and educational theories and patterns of practice that have been researched and shown to be among the best practices in teaching. The focus on effective teaching and the theme of "*Effective Teachers for a Diverse Society*" grew out of the studies that were reported by Feinman-Nemser and Buchmann (1989) and have been refined and upgraded by authors such as Darling-Hammond (2005), Arends (2007), Stronge (2007), Marzano (2007) and Feinman-Nemser (2001; 2008). All of these researchers and authors characterize effective teaching through the use of varied strategies that engage the learner and support the individual needs of the students. The 11 teacher roles are directly aligned with this research and the MoSTEP standards for preparation of teachers. For example, the Inclusionary Strategist role emphasizes that the teacher candidate demonstrates sensitivity to the many areas in which students are diverse and provides opportunities for all students to be successful in learning and social environments at school (MoSTEP, Indicator 1.2.3, 2006). Also, the Diagnostic Prescriber role describes the teacher candidate as one who diagnoses learning problems and utilizes a wide variety of teaching strategies that are responsive to the learning needs of a particular individual or group of children (MoSTEP, Indicator 1.2.4, 2006).

The unit also believes that all children can learn, emphasizing the diverse classrooms and student populations in the urban setting. Thus, the conceptual framework follows the research tradition and professional literature of Goodlad (1994), Borich (2011), Ladson-Billings (2001), and Gollnick and Chinn (2009) related to diversity and culturally relevant pedagogy. This research directly supports our four dispositions of competence, diversity, reflection and professionalism. The wisdom of practice of the unit faculty members derived from their years of experience in an

HBCU setting also provides additional knowledge which drives instruction relative to these dispositions. ([Exhibit 7 Conceptual framework documents](#))

Candidate Proficiencies Related to Expected Knowledge, Skills and Professional Dispositions, Including Proficiencies Associated with Diversity and Technology, that are Aligned with the Expectations in Professional, State and Institutional Standards

The unit has aligned its candidate proficiencies for knowledge, skills and professional dispositions with professional, state and institutional standards. The key assessments described in the Specialized Professional Association (SPA) reports meet the criteria of the standards for each SPA and align with the state standards (MoSTEP). ([Exhibit 8 Table showing alignment of state, professional, and institutional standards](#))

Summarized Description of the Unit's Assessment System

The assessment of teacher candidates is a continuous process that culminates in a formal evaluation of independent practice during student teaching. The actual performance (including the application of specific knowledge base, skills and dispositions) of a candidate is monitored and assessed based on the candidate's ability to transfer this knowledge into teaching in actual school environments relative to the enhancement of student learning. As candidates move through the program's learning experiences, their performance is documented and analyzed for strengths and weaknesses. The transition points are aligned with the three major components of the conceptual framework.

The unit's assessment system includes the following transition points:

1. Recruitment (admission)
2. Induction (entry to clinical practice)
3. Candidacy (exit from clinical practice)
4. Exit from the program (program completion)
5. Follow-up (after program completion)

The seven key assessments for the unit are as follows:

1. C-BASE
2. Pre-Student Teaching Portfolio
3. Teacher Work Sample
4. Summative Evaluation
5. Praxis II
6. Graduate Survey
7. Employer Evaluation

Data are collected each semester and entered into an electronic assessment system for each of the seven key assessments and analyzed by the faculty during the annual faculty assessment day. Faculty members use the candidate performance data to make instructional modifications and course/program changes.

10,520/12,000

C.2. (Continuing Visits Only) What changes have been made to the conceptual framework since the last visit?

While the theme of the conceptual framework, “*Effective Teachers for a Diverse Society*,” has not changed, the description and visual representation or “glyph” has changed. At the time of the last visit, the unit divided the 11 roles and listed each of them under one of the three components of the conceptual framework. This appeared to link specific teacher roles exclusively with one of the three components: Content-Pedagogical Mastery, Evaluation and Communication Skills. The unit now believes that **all** of the teacher roles are present in **all** three components of the conceptual framework. To more accurately illustrate this, the unit removed all of the teacher roles from the visual representation of the conceptual framework and added a written explanation of how the 11 teacher roles are incorporated in the three components. ([Exhibit 7 Conceptual framework documents](#))

The second major change that the unit implemented was the addition of clarifying phrases on the lower loop of each component of the glyph. Each phrase sheds light on the meaning of each component. Specifically:

- To achieve *content-pedagogical mastery*, candidates must master the knowledge, skills and dispositions related to their specific areas of matriculation.
- As effective teachers, *evaluation* allows candidates to determine their impact on P-12 student learning.
- *Communication skills* are important as candidates work with families, school and community to provide educational experiences for P-12 students.

The dotted line running through the glyph indicates that there is constant and ongoing *assessment* occurring throughout each candidate’s entire program of study.

The dispositions that the unit holds to be important for teachers have been redefined and divided into four categories: **competence, diversity, reflection and professionalism**.

1829/2000

C.3. (First Visits Only) How was the conceptual framework developed and who was involved in its development?

Not applicable since this is not a first visit.

C.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the conceptual framework may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

STANDARD 1: CANDIDATE KNOWLEDGE, SKILLS AND PROFESSIONAL DISPOSITIONS

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

Directions When Programs Have Been Reviewed Nationally or by a Similar State Review

To reduce burden and duplication, units have fewer reporting requirements for Standard 1 when programs have been submitted for national review or similar state review. These review processes cover many of the elements in Standard 1. For programs that have been submitted for national review or similar state review, units are asked to report in the IR only the following information:

State licensing test data for Element 1a (content knowledge for teacher candidates) and Element 1e (knowledge and skills for other school professionals)

Assessment Data for Element 1c (professional and pedagogical knowledge and skills)

Assessment data for Element 1g (dispositions)

Results of follow-up studies of graduates and employers (all standards elements)

Because program standards do not generally cover general professional knowledge and skills nor professional dispositions, the unit must respond to all of the prompts in Elements 1c (Professional and Pedagogical Knowledge and Skills for Teacher Candidates) and 1g (Professional Dispositions for All Candidates) regardless of whether programs have been submitted for national or state review.

The prompts for each element in the IR include reminders of when data for these programs need not be included. The term "similar state review" refers to state review processes that require institutions to submit assessments and assessment data for evaluation and/or approval. For more information on "similar state review," click on the HELP button at the top right corner of your screen.

1a. Content Knowledge for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1a.1. What are the pass rates of teacher candidates in initial teacher preparation programs on state tests of content knowledge for each program and across all programs (i.e., overall pass rate)? Please complete Table 4 or upload your own table at Prompt 1a.5 below. [This information could be compiled from Title II data submitted to the state or from program reports prepared for national review.]

Table 4
Pass Rates on Content Licensure Tests for Initial Teacher Preparation

For Period:

Spring 2006-Summer 2009

Program	Name of Licensure Test	# of Test Takers	% Passing State Licensure Test
Overall Pass Rate for the Unit	Praxis II	122	100%
Early Childhood Education	The Education of Young Children	20	100%
Elementary Education	Elementary Education: Curriculum, Instruction, and Assessment	59	100%
Middle School Mathematics	Middle School Mathematics: Content Knowledge	7	100%
Middle School Social Studies	Middle School Social Studies: Content Knowledge	6	100%
Middle School Science	Middle School Science: Content Knowledge	7	100%
Secondary Mathematics	Mathematics: Content Knowledge	2	100%
Secondary Social Studies	Social Studies: Content	12	100%
Secondary Science	Biology: Content Knowledge	1	100%
Secondary English	English Language, Literature and Composition: Content Knowledge	8	100%

1a.2 (Programs Not Nationally Reviewed) What data from other key assessments indicate that candidates in initial teacher preparation programs demonstrate the content knowledge delineated in professional, state, and institutional standards? [Data for initial teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1a.5 below.]

Not applicable since all programs are nationally reviewed by SPAs. ([Exhibit 1a.1 Program review documents or state program review documents](#))

1a.3. (Programs Not Nationally Reviewed) What data from key assessments indicate that advanced teacher candidates demonstrate an in-depth knowledge of the content knowledge delineated in professional, state, and institutional standards? [Data for advanced teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1a.5 below.]

Not applicable since the institution does not offer advanced programs for teachers.

1a.4. What do follow-up studies of graduates and employers indicate about graduates' preparation in the content area? If survey data are being reported, what was the response rate? [A table summarizing the results of follow-up studies related to content knowledge could be attached at Prompt 1a.5 below. The attached table could include all of the responses to your follow-up survey to which you could refer the reader in responses on follow-up studies in other elements of Standard 1.]

In Spring 2010, after rigorous external review, the current graduate survey system was found to yield inaccurate results because it did not consistently assess the appropriate graduate populations. The unit will now conduct follow-up studies of graduates and their employers (by program) one and two years after graduation beginning in Spring 2010. The unit will create:

1. A graduate follow-up survey which will be annually sent to graduates one and two years out
2. An employer survey which will be sent annually to principals/supervisors of graduates one and two years out
3. An exit survey which will evaluate current graduates
4. A redesigned scoring scale for all three surveys

Graduates (includes graduates from one year back for each year reported; response rate = RR) were asked to rate their knowledge of the subject matter they are currently teaching (content area) on a range of (1) to (5): (1) = Poor and (5) = Excellent. The percentage of responses for each year at (4) or (5) is as follows: 2006-2007 (n=12 of 40) (RR=30.0%): 91.6%; 2007-2008 (n=14 of 53) (RR=26.4%): 85.7% and 2008-2009 (n=35 of 52*) (RR=67.3%): 88.6%. *Surveys were not sent to 2007-2008 graduates; therefore the 2008-2009 RR includes current graduates as well as graduates one year out. ([Exhibit 1a.6 Follow-up studies of graduates and data tables of results](#))

Principals were asked to rate each graduate's knowledge of the subject matter he/she is currently teaching (content area) on a range of (1) to (5): (1) = Poor and (5) = Excellent. The percentage of responses for each year at (4) or (5) is as follows: 2006-2007 (n=26 of 40) (RR=65.0%): 80.8%; 2007-2008 (n=22 of 53) (RR=41.5%): 95.4%; and 2008-2009 (n=2 of 52) (RR=3.8%): 100% ([Exhibit 1a.7 Employer feedback on graduates and summaries of results](#))

1792/2000

1a.5 (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the content knowledge of teacher candidates may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

1b. Pedagogical Content Knowledge and Skills for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1b.1. (Programs Not Nationally Reviewed) What data from key assessments indicate that candidates in initial teacher preparation programs demonstrate the pedagogical content knowledge and skills delineated in professional, state, and institutional standards? [Data for initial teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1b.4 below.]

Not applicable since all programs are nationally reviewed by SPAs.

1b.2. (Programs Not Nationally Reviewed) What data from key assessments indicate that advanced teacher candidates know and apply theories related to pedagogy and learning, are able to use a range of instructional strategies and technologies, and can explain the choices they make in their practice. [Data for advanced teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1b.4 below.]

Not applicable because the institution does not offer advanced programs for teachers.

1b.3. What do follow-up studies of graduates and employers indicate about graduates' preparation in pedagogical content knowledge and skills? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to pedagogical content knowledge and skills could be attached at Prompt 1b.4 below.]

Graduates were asked to rate their ability to use strategies that develop critical thinking, problem-solving and performance skills (pedagogical-content knowledge) on a range of (1) to (5): (1) = Poor and (5) = Excellent. The percentage of responses for each year at (4) or (5) is as follows: 2006-2007 (n=12 of 40) (RR=30.0%): 91.6%; 2007-2008 (n=14 of 53) (RR=26.4%): 92.8%; and 2008-2009 (n=35 of 52) (RR=67.3%): 82.8%

Principals were asked to rate each graduate's ability to use strategies that develop critical thinking, problem-solving, and performance skills (pedagogical-content knowledge) on a range of (1) to (5): (1) = Poor and (5) = Excellent. The percentage of responses for each year at (4) or

(5) is as follows: 2006-2007 (n=26 of 40) (RR=65.0%): 77.0%; 2007-2008 (n=22 of 53) (RR=41.5%): 86.4%; and 2008-2009 (n=2 of 52) (RR=3.8%): 100.0%

855/3000

1b.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the pedagogical content knowledge of teacher candidates may be attached here. (Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.)

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1c.1. What data from key assessments indicate that candidates in initial teacher preparation and advanced teacher preparation programs demonstrate the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning? [A table summarizing these data could be attached at Prompt 1c.5 below.]

Data from the following key assessments indicate that candidates in the initial teacher preparation program demonstrate the professional and pedagogical knowledge and skills delineated in professional, state and institutional standards to facilitate learning:

1. Pre-Student Teaching Portfolio (aligned with state standards)
2. Teacher Work Sample (TWS)

The Pre-Student Teaching Portfolio is aligned with the state standards. The Missouri Standards for Teacher Education Programs (MoSTEP) define the professional and pedagogical knowledge and skills that beginning teachers should possess. The Pre-Student Teaching Portfolio is submitted prior to student teaching. It is evaluated by TED faculty on the basis of the MoSTEP rubrics provided by the state. Candidates who do not meet the standard are given an opportunity to improve their portfolios and resubmit them for a final evaluation. The data for the indicators are disaggregated by year.

Candidates were assessed in their Pre-Student Teaching Portfolio on their ability to recognize the importance of long-range planning and curriculum development and on the ability to develop, implement and evaluate curriculum based upon student, district and state performance standards on a range of (0) to (2): (0) = Insufficient Evidence, (1) = Does Not Meet the Standard and (2) = Meets the Standard. The percentage of responses for each year at (2) is as follows: 2006-2007: (n=6) 66.7%; 2007-2008: (n=18) 66.7%; 2008-2009: (n=29) 93.1% (**Exhibit 1a.5 Examples of candidate work (e.g., portfolios at different proficiency levels) (Exhibit 1a.3 Data tables and summaries that show how teacher candidates have performed on key assessments over the past three years)**)

The Teacher Work Sample is evaluated at the completion of student teaching. Candidates are rated on each of the nine components of the TWS, which are related to the SPA, state and unit standards. The results, based on the following criterion, are disaggregated by year.

One of the components on which candidates are assessed is the ability to set significant, challenging, varied, clear and appropriate learning goals that are aligned with national, state or local standards on a range of (0) to (3): (0) = Indicator Not Met, (1) = Indicator Minimally Met (2) = Indicator Partially Met and (3) = Indicator Met. The percentage of ratings for each year at (3) is as follows:

Ability to set significant, challenging and varied learning goals: 2006-2007: (n=33) 75.8%; 2007-2008: (n=30) 56.7%; 2008-2009: (n=45) 73.3%

Ability to set clear learning goals: 2006-2007: (n=33) 81.8%; 2007-2008: (n=30) 66.7%; 2008-2009: (n=45) 71.1%

Ability to develop learning goals that are appropriate for students: 2006-2007: (n=33) 90.9%; 2007-2008: (n=30) 70.0%; 2008-2009: (n=45) 68.9%

Ability to develop learning goals that are aligned with national, state or local standards: 2006-2007: (n=33) 87.9%; 2007-2008: (n=30) 63.3%; 2008-2009: (n=45) 84.4% (**Exhibit 1a.6 Teacher Work Sample summaries of results**) (**Exhibit 1a.4 Key assessments and scoring guides used by faculty to assess candidate learning against standards and the outcomes identified in the unit's conceptual framework**)

The TWS was piloted in the 2006-2007 academic year. An inter-rater reliability evaluation indicated that faculty members were inconsistent in their assessment of the first TWS projects. As a result, the unit provided workshops to faculty members to illustrate how to score the TWS using the current rubrics. In addition, model TWS projects were provided to faculty members for reference. During the 2007-2008 academic year, faculty members were more knowledgeable and consistent in their scoring. Courses also incorporated TWS components into their requirements to provide candidates with more exposure to the TWS prior to the student teaching experience. The 2008-2009 datasets indicate an improvement in scores based upon these interventions.

3793/4000

1c.2. What data from key assessments indicate that candidates in initial teacher preparation programs consider the school, family, and community contexts and the prior experiences of students; reflect on their own practice; know major schools of thought about schooling, teaching, and learning; and can analyze educational research findings? If a licensure test is required in this area, how are candidates performing on it? [A table summarizing these data could be attached at Prompt 1c.5 below.]

Data from the following key assessments indicate that candidates in the initial teacher preparation program consider the school, family and community contexts and the prior experiences of students and can analyze educational research findings:

1. Pre-Student Teaching Portfolio
2. Teacher Work Sample

The Pre-Student Teaching Portfolio, based on the MoSTEP standards, evaluates the candidate as he/she fosters relationships with school colleagues, parents and educational partners in the larger community to support student learning and well-being. The candidate is evaluated on a range of (0) to (2): (0) = Insufficient Evidence, (1) = Does Not Meet the Standard and (2) = Meets the Standard. The percentage of responses for each year at (2) is as follows:

Solicits input from parents and families to create a conducive classroom environment:
2006-2007: (n=6) 50.0%; 2007-2008: (n=18) 11.1%; 2008-2009: (n=29) 69.0%

Seeks opportunities to develop relationships with parents:
2006-2007: (n=6) 66.7% 2007-2008: (n=18)16.7%; 2008-2009: (n=29) 82.8%

Seeks to develop cooperative partnerships in support of student learning and well-being:
2006-2007: (n=6) 33.3%; 2007-2008: (n=18) 11.1%; 2008-2009: (n=26) 80.8%

The Pre-Student Teaching Portfolio also evaluates the candidate as a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more students. The candidate is evaluated on a range of (0) to (2): (0) = Insufficient Evidence, (1) = Does Not Meet the Standard and (2) = Meets the Standard. The percentage of responses for each year at (2) is as follows:

Engages in professional growth and development: 2006-2007: (n=6) 50.0%; 2007-2008: (n=18) 5.6%; 2008-2009: (n=29) 55.2%

Engages in self-inquiry to assess teaching performance: 2006-2007: (n=6) 50.0%; 2007-2008: (n=18) 11.1%; 2008-2009: (n=29) 62.1%

Practices ethical standards: 2006-2007: (n=6) 50.0%; 2007-2008: (n=18) 72.2%; 2008-2009: (n=27) 88.9%

Applies a variety of self-assessment and problem solving strategies for reflecting on practices:
2006-2007: (n=6) 50.0%; 2007-2008: (n=18) 22.2%; 2008-2009: (n=29) 51.7%

In 2007 when the Portfolios were completed, unit faculty members realized from an analysis of the downtrend in the 2007-2008 data that expectations and requirements for successful completion of the Pre-Student Teaching Portfolio were not clearly articulated to unit faculty members and candidates. As outlined in the unit Assessment Handbook, all downtrends in data are reviewed by the dean and Director of NCATE/DESE and Unit Assessments. In this case, unit faculty met and developed a Pre-Student Teaching Portfolio Handbook to ensure consistency from semester to semester of the expectations and requirements of the portfolio. In addition, candidates are now required to attend a Pre-Student Teaching Portfolio meeting and are given a Pre-Student Teaching Portfolio Handbook which outlines all requirements for successfully completing the Portfolio project. Due to these efforts, there was a significant increase in the Pre-Student Teaching Portfolio scores as reflected in the 2008-2009 datasets.

The Teacher Work Sample is evaluated at the completion of student teaching. The candidate is assessed on the ability to involve children's families in their student's education. The candidate is assessed on a range of (0) to (3): (0) = Indicator Not Met, (1) = Indicator Minimally Met (2) = Indicator Partially Met and (3) = Indicator Met. The percentage of ratings for each year at (3) is as follows:

Ability to foster family communication: 2006-2007: (n=33) 72.7%; 2007-2008: (n=30) 60.0%;
2008-2009: (n=45) 64.4%

Ability to foster family involvement in school-based activity: 2006-2007: (n=33) 78.8%; 2007-
2008: (n=30) 50.0%; 2008-2009: (n=45) 71.1%

Ability to foster family involvement in home activity: 2006-2007: (n=33) 72.7%; 2007-2008:
(n=30) 53.3%; 2008-2009: (n=45) 60.0%

The candidate is assessed in the Teacher Work Sample on the ability to reflect on the relationship between his/her instruction and student learning in order to improve teaching practice on a range of (0) to (3): (0) = Indicator Not Met, (1)= Indicator Minimally Met (2) = Indicator Partially Met and (3) = Indicator Met. The percentage of ratings for each year at (3) is as follows: 2006-2007: (n=33) 51.5%; 2007-2008: (n=30) 56.7%; 2008-2009: (n=45) 73.3%

4481/5000

1c.3. What data from key assessments indicate that advanced teacher candidates reflect on their practice; engage in professional activities; have a thorough understanding of the school, family, and community contexts in which they work; collaborate with the professional community; are aware of current research and policies related to schooling, teaching, learning, and best practices; and can analyze educational research and policies and explain the implications for their own practice and the profession? [A table summarizing these data could be attached at Prompt 1c.5 below.]

Not applicable since Harris-Stowe does not offer advanced teacher preparation programs.

1c.4. What do follow-up studies of graduates and employers indicate about graduates' preparation related to professional and pedagogical knowledge and skills? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to professional and pedagogical knowledge and skills could be attached at Prompt 1c.5 below.]

Graduates were asked to rate their ability to demonstrate the following skills on a range of (1) to (5): (1) = Poor and (5) = Excellent. For 2006-2007: (n=12 of 40) (RR=30.0%); 2007-2008: (n=14 of 53) (RR=26.4%); and 2008-2009: (n=35 of 52) (RR=67.3%). The following data indicates the percentage of graduates rating at (4) or (5):

Uses assessment strategies to provide feedback: 2006-2007: 83.3%; 2007-2008: 92.9%; and 2008-2009: 77.1%

Prepares for working with parents: 2006-2007: 50.0%; 2007-2008: 71.4%; and 2008-2009: 65.7%

Understands how students learn: 2006-2007: 91.7%; 2007-2008: 92.9%; and 2008-2009: 80.0%

Implements curriculum based upon performance standards: 2006-2007: 91.7%; 2007-2008: 92.9%; and 2008-2009: 85.7%

Manages time, transitions and activities effectively: 2006-2007: 91.7%; 2007-2008: 92.9%; and 2008-2009: 74.3%

Models effective communication: 2006-2007: 91.7%; 2007-2008: 85.7%; and 2008-2009: 80.0%

Principals were asked to rate each graduate's ability to demonstrate the following skills on a range of (1) to (5): (1) = Poor and (5) = Excellent. . For 2006-2007: (n=26 of 40) (RR=65.0%); 2007-2008: (n=22 of 53) (RR=41.5%); and 2008-2009: (n=2 of 52) (RR=3.8%). The following data indicates the percentage of principals who rated the graduates at (4) or (5):

Uses assessment strategies to provide feedback: 2006-2007: 73.1%; 2007-2008: 90.9%; 2008-2009: 100.0%

Prepares for working with parents: 2006-2007: 80.7%; 2007-2008: 86.4%; 2008-2009: 100.0%

Understands how students learn: 2006-2007: 76.0; 2007-2008: 95.5%; 2008-2009: 100.0%

Implements curriculum based upon performance standards: 2006-2007: 76.9%; 2007-2008: 86.3%; 2008-2009: 100.0%

Manages time, transitions and activities effectively: 2006-2007: 80.8%; 2007-2008: 68.2%; 2008-2009: 100.0%

Models effective communication skills: 2006-2007: 76.9%; 2007-2008: 72.7%; 2008-2009: 100.0% (**Exhibit 1a.2 State licensure test scores aggregated by program area and reported over multiple years**)

1981/2000

1c.5. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the professional and pedagogical knowledge and skills of teacher candidates may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

1d. Student Learning for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1d.1. (Programs Not Nationally Reviewed) What data from key assessments indicate that candidates in initial teacher preparation programs can assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and develop and implement meaningful learning experiences to help all students learn? [Data for initial teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1d.4 below.]

Not applicable since all programs are nationally reviewed.

1d.2. (Programs Not Nationally Reviewed) What data from key assessments indicate that advanced teacher candidates demonstrate a thorough understanding of the major concepts and theories related to assessing student learning; regularly apply them in their practice; analyze student, classroom, and school performance data; make data-driven decisions about strategies for teaching and learning; and are aware of and utilize school and community resources that support student learning? [Data for advanced teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1d.4 below.]

Not applicable since the institution does not offer advanced teacher preparation programs.

1d.3. What do follow-up studies of graduates and employers indicate about graduates' ability to help all students learn? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer

the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to the ability to help all students learn could be attached at Prompt 1d.4 below.]

Graduates were asked to rate their ability to understand how students learn and develop on a range of (1) to (5): (1) = Poor and (5) = Excellent. The percentage of responses for each year at (4) or (5) is as follows: 2006-2007 (n=12 of 40) (RR=30.0%): 91.7%; 2007-2008 (n=14 of 53) (RR=26.4%): 92.9%; and 2008-2009 (n=35 of 52) (RR=67.3%): 80.0%

Principals were asked to rate each graduate’s ability to understand how students learn and develop on a range of (1) to (5): (1) = Poor and (5) = Excellent. The percentage of responses for each year at (4) or (5) is as follows: 2006-2007 (n=25 of 40) (RR=62.5%): 76.0%; 2007-2008 (n=22 of 53) (RR=41.5%): 95.5%; and 2008-2009 (n=2 of 52) (RR=3.8%): 100.0%

701/2000

1d.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to student learning may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

1e. Knowledge and Skills for Other School Professionals

1e.1. What are the pass rates of other school professionals on licensure tests by program and across all programs (i.e., overall pass rate)? Please complete Table 5 or upload your own table at Prompt 1e.4 below.

**Table 5
Pass Rates on Licensure Tests for Other School Professionals**

For Period: Not applicable since the institution does not offer programs for other school professionals.

Program	Name of Licensure Test	# of Test Takers	% Passing State Licensure Test
Overall Pass Rate for the Unit (across all programs for the preparation of other school professionals)			

1e.2. (Programs Not Nationally Reviewed) What data from other key assessments indicate that other school professionals demonstrate the knowledge and skills delineated in professional, state, and institutional standards? [Data for programs for other school professionals that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1e.4 below.]

Not applicable since the institution does not offer programs for other school professionals.

1e.3. What do follow-up studies of graduates and employers indicate about the knowledge and skills of other school professionals? If survey data are being reported, what was the response rate? [A table summarizing the results of follow-up studies related to knowledge and skills could be attached at Prompt 1e.4 below. The attached table could include all of the responses to your follow-up survey to which you could refer the reader in responses on follow-up studies in other elements of Standard 1.]

Not applicable since the institution does not offer programs for other school professionals.

1e.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the knowledge and skills of other school professionals may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

1f. Student Learning for Other School Professionals

1f.1. (Programs Not Nationally Reviewed) What data from key assessments indicate that candidates can create positive environments for student learning, including building on the developmental levels of students; the diversity of students, families, and communities; and the policy contexts within which they work? [Data for programs for other school professionals that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1f.3 below.]

Not applicable since the institution does not offer programs for other school professionals.

1f.2. What do follow-up studies of graduates and employers indicate about graduates' ability to create positive environments for student learning? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to the ability to create positive environments for student learning could be attached at Prompt 1f.3 below.]

Not applicable since the institution does not offer programs for other school professionals.

1f.3. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to other school professionals' creation of positive environments for student learning may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

1g. Professional Dispositions for All Candidates. [Indicate when the responses refer to the preparation of initial teacher candidates, advanced teacher candidates, and other school professionals, noting differences when they occur.]

1g.1. What professional dispositions are candidates expected to demonstrate by completion of programs?

The unit has four dispositions and 10 indicators that candidates are expected to demonstrate. **(Exhibit 1g.13 List of candidate dispositions, including fairness and the belief that all students can learn)** In Fall 2005, unit dispositions were modified to provide more congruence with the conceptual framework. Overarching disposition statements were reframed in early 2007 to include “**fairness**” and the “**belief that all children can learn.**” Unit faculty and P-12 school partners began integration of the revised dispositions into the curriculum in Spring 2007. **(Exhibit 1g.14 Assessments used to determine dispositions) (Exhibit 1g.15 Summary of performance on those assessments)** The current dispositions and their indicators are:

Competence:

1. Candidate demonstrates openness to constructive criticism and intellectual curiosity.
2. Candidate demonstrates the ability to link content specific theoretical concepts to planning and pedagogy, being fully knowledgeable of the academic content and goals intended for students.

Diversity:

1. Candidate expresses the beliefs that all students *can learn, will learn and differ* in their approaches to learning, and that all instruction should adapt learning experiences of diverse learners.
2. Candidate demonstrates ways of maximizing positive aspects of diversity and engaging in developmental processes to address students’ different learning styles, abilities and interests.
3. Candidate demonstrates the ability to actively engage learners, meaningfully assess all students *equitably (fairly)* and modify strategies to become more inclusive and accurate.

Reflection:

1. Candidate engages in reflective practice to continually participate in self-evaluative actions to examine effects of his/her actions on students and others.
2. Candidate examines students’ responses and materials used in reference to students’ experiences, outcomes and personal preferred practices while understanding that change can result from experimentation.
3. Candidate examines beliefs, practices and assumptions to make decisions regarding future instruction.

Professionalism:

1. Candidate demonstrates ability to foster collegiality and professional communal partnerships to support student learning and well-being in/out of the classroom.
2. Candidate demonstrates ability to maintain a psychologically safe environment where no one is influenced or affected by results of impartial actions.

2434/2500

1g.2. How do candidates demonstrate that they are developing professional dispositions related to fairness and the belief that all students can learn? [A table summarizing these data could be attached at Prompt 1g.5 below.]

The unit employs a variety of methods to ensure that candidates demonstrate the development of professional dispositions. For example, candidates are required to reflect on their interactions with students based on contextual factors and individual differences in students' abilities and educational development. Candidates are also required to demonstrate the dispositions related to fairness and the belief that all students can learn by including differentiated instruction in their lesson plans in field experience and student teaching. The development of these dispositions is also assessed with the evaluation of candidate ability to use multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.

Candidates' dispositions are also informally assessed in course work. Unit faculty members begin systematically assessing dispositions, using the same instrument at two transition points: induction and candidacy. Assignments such as candidates' philosophy of education, analytical writings, reflections, as well as Socratic dialogue provide information about candidates' mastery of professional dispositions. Candidates' TWS assignments, along with cooperating teachers' and university supervisors' evaluation of student teaching, also provide an opportunity for candidates to demonstrate their mastery of professional dispositions.

1410/2500

1g.3. What data from key assessments indicate that candidates demonstrate the professional dispositions listed in 1.g.1 as they work with students, families, colleagues, and communities? [A table summarizing these data could be attached at Prompt 1g.5 below.]

Through the TWS, the candidate is assessed on his/her dispositions on a scale of (0) to (3): (0) = Indicator Not Met, (1) = Indicator Minimally Met (2) = Indicator Partially Met and (3) = Indicator Met. For 2006-2007: (n=33); 2007-2008: (n=30); and 2008-2009: (n=45). For each element the disposition for which it relates is: Competence= C, Diversity= D, Reflection= R and Professionalism= P. The percentage of ratings for each year at (3) is as follows:

Demonstrates sound professional practice (C and P): 2006-2007: 84.8%; 2007-2008: 60.0%; 2008-2009: 82.2%

Makes modifications based on analysis of student performance (D): 2006-2007: 78.8%; 2007-2008: 63.3%; 2008-2009: 66.7%

Establishes congruence between modifications and learning goals (R): 2006-2007: 63.6%; 2007-2008: 50.0%; 2008-2009: 71.1%

Provides clarity of criteria and standards for performance (D): 2006-2007: 81.8%; 2007-2008: 63.3%; 2008-2009: 73.3%

Utilizes multiple modes and approaches (D): 2006-2007: 81.8%; 2007-2008: 63.3%; 2008-2009: 68.9%

Makes adaptations based on the individual needs of students (R and D): 2006-2007: 72.7%; 2007-2008: 50.0%; 2008-2009: 53.3%

Engages in family communication (D and P): 2006-2007: 72.7%; 2007-2008: 60.0%; 2008-2009: 64.4%.

Fosters family involvement in school-based activities (C, D, R and P): 2006-2007: 78.8%; 2007-2008: 50.0%; 2008-2009: 71.1%

Fosters family involvement in home activity (C, D, R and P): 2006-2007: 72.7%; 2007-2008: 53.3%; 2008-2009: 60.0%

Through the use of the Student Teaching Summative Evaluation, the candidate is assessed on his/her dispositions on a 5-point scale which includes (N) = Not observed, (1) = Needs Improvement, (2) Progressing, (3) = Meets Expectations, (4) = Exceeds Expectations. For 2006-2007: (n=49); 2007-2008: (n=40); and 2008-2009: (n=40). The following data showing the percentage of candidates who were rated at (3) or (4) are disaggregated by year:

Demonstrates mastery of subject matter (C): 2006-2007: 89.8%; 2007-2008: 92.5%; 2008-2009: 90.0%

Accepts and provides for individual differences (D): 2006-2007: 83.7%; 2007-2008: 85.0%; 2008-2009: 90.0%

Establishes environments and emotional sets for the classroom (R): 2006-2007: 89.8%; 2007-2008: 87.5%; 2008-2009: 92.5%

Solicits parental input and participation (P): 2006-2007: 81.7%; 2007-2008: 80.0%; 2008-2009: 67.5%

Works with other professionals to support programs for pupils of differing moods (P): 2006-2007: 95.9%; 2007-2008: 90.0%; 2008-2009: 82.5%

2471/2500

1g.4. What do follow-up studies of graduates and employers indicate about graduates' demonstration of professional dispositions? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to professional dispositions could be attached at Prompt 1g.5 below.]

Graduates were asked to rate their ability to demonstrate the following skills on a range of (1) to (5): (1) = Poor and (5) = Excellent. The following data indicates the percentage of graduates rating at (4) or (5):

Practices professional ethical standards: 2006-2007: (n=12 of 40) (RR=30.0%): 83.3%; 2007-2008: (n=14 of 53) (RR=26.4%): 71.4%; and 2008-2009: (n=35 of 52) (RR=67.3%): 88.6%

Creates instructional activities that are adapted to diverse learners: 2006-2007: (n=12 of 40) (RR=30.0%): 90.9%; 2007-2008: (n=14 of 53) (RR=26.4%): 78.6%; and 2008-2009: (n=35 of 52*) (RR=67.3%): 73.6%

Principals were asked to rate each graduate's ability to demonstrate the following skills on a range of (1) to (5): (1) = Poor and (5) = Excellent. The following data indicates the percentage of principals who rated the graduates at (4) or (5):

Practices professional ethical standards: 2006-2007: (n=11 of 40) (RR=27.5%): 80.8%; 2007-2008: (n=22 of 53) (RR=41.5%): 100.0%; and 2008-2009: (n=35 of 52) (RR=88.5%): 100%

Creates instructional activities that are adapted to diverse learners: 2006-2007: (n=26 of 40) (RR=65.0%): 73.1%; 2007-2008: (n=22 of 53) (RR=41.5%): 90.9%; and 2008-2009: (n=2 of 52) (RR=3.8%): 100.0%

1191/2000

1g.5. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to professional dispositions may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Optional

1. What does your unit do particularly well related to Standard 1?

The unit uses data from the seven key assessments to implement changes in courses, programs and curriculum to improve the delivery of the unit's programs. As noted, data-driven changes resulted in candidates being provided more clarity concerning their expectations for the Pre-Student Teaching Portfolio requirements. In addition, unit responses to the down trends in the data resulted in significant increases in the data immediately following the responses.

Also, data-driven changes resulted in more knowledgeable assessment and scoring of the Teacher Work Sample. Faculty members were provided training on effectively using the rubric to score work samples and provided model Teacher Work Sample documents for faculty to reference.

Other data-driven changes include the implementation of C-BASE workshops. These semester-long workshops were added to the curriculum to assist candidates with passing the standardized

assessment of basic skills, which is a state requirement and requirement for program admission for teacher candidates. Data also resulted in the development of the Tom Joyner Praxis Preparation Workshops. These intensive four-week workshops were designed to assist candidates with successfully passing the Praxis II state licensure exam. This examination is required for candidates to graduate, participate in commencement and receive their certification.

All of these changes allow for programming that enables candidates to continually reflect on their professional development to become more effective teachers, offer faculty members opportunities to provide specific and relevant feedback to assist candidates in enhancing their teaching performance and document the unit's response to instructional accountability in the preparation of candidates. The ultimate goal is to ensure that candidates become highly marketable in a global society.

1868/2000

2. What research related to Standard 1 is being conducted by the unit or its faculty?



STANDARD 2: ASSESSMENT SYSTEM AND UNIT EVALUATION

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

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

2a. Assessment System

2a.1. How does the unit ensure that the assessment system collects information on candidate proficiencies outlined in the unit's conceptual framework, state standards, and professional standards?

The unit works to ensure its assessment system is aligned with the unit's conceptual framework, state standards and professional standards. [\(Exhibit 2a.1 Unit Assessment Handbook\)](#) [\(Exhibit 8 Alignment of state, professional, and institutional standards\)](#) The major elements of the conceptual framework, Content-Pedagogical Mastery, Evaluation and Communication Skills are intertwined with each of the 11 teacher roles demonstrated by teacher education candidates as they matriculate through their programs of study. Related to these roles are the four dispositions: competence, diversity, reflection and professionalism. The elements, roles and dispositions are aligned with the quality standards expected by NCATE and the State of Missouri Standards for Teacher Education Programs (MoSTEP). The unit has aligned its assessment system to provide evidence that the standards are being met through seven key assessment tools. Assessment is ongoing throughout the five transition points which monitor and assess candidate performance from the time they are admitted to the teacher education program through program completion. [\(Exhibit 2a.2 Samples of formative and summative key assessments\)](#)

Faculty mentors advise candidates with respect to the required proficiencies that they either have or need to complete. When candidates meet with faculty, their faculty mentor follows the following process: 1) identifies the candidate's academic status (i.e. the number of completed credit hours); 2) verifies that the candidate has completed early and mid-tier field experience; 3) establishes whether the candidate has met the C-BASE requirement; 4) provides suggestions for further development as the candidate proceeds through the upcoming semester; 5) recommends courses for the upcoming semester and 6) forwards the mentoring sheet to the dean for signature of approval. [\(Exhibit 2a.8 Faculty mentoring sheets\)](#)

Candidates who have not been admitted to the teacher education program are not permitted to register for professional level courses. In addition, the unit administers the writing examination and professional level interview each semester to allow candidates continuing opportunities to achieve the required proficiency expectations for program admission. Candidates are required to submit the pre-student teaching portfolio as one requirement for student teaching placement. The Teacher Work Sample and the Student Teaching Summative Evaluations are assessed during the Student Teaching Internship. The Praxis II examination is required for degree completion and

certification recommendation. Finally, graduate follow-up surveys and employer evaluations of graduates are mailed each spring semester.

State required content and pedagogical assessments (C-BASE and Praxis II) provide an indication of a candidate’s content knowledge and application. Harris-Stowe candidates must pass the Praxis II state required assessment for certification and to participate in commencement. The 100% pass-rates on Praxis II for program completers confirm candidates’ mastery of content knowledge, skills and application. Candidates are tracked to determine how many times they take the Praxis Examination before they pass. Candidates who do not pass the Praxis Exam are encouraged to participate in the Tom Joyner Praxis Preparation workshops. These workshops provide four-week intensive study on the Praxis content based upon information provided by the Educational Testing Services (ETS) which outlines what is covered on each examination for each certification area. From the data collected, 38 participants in this program had their scores reported to HSSU. Of these 38 participants, 16 passed the exam (42%), as reported by ETS in July 2009. ([Exhibit 2a.3 Summaries of data from key assessments](#))

3798/4000

2a.2. What are the key assessments used by the unit and its programs to monitor and make decisions about candidate performance at transition points such as those listed in Table 6? Please complete Table 6 or upload your own table at Prompt 2a.6 below.

**Table 6
Unit Assessment System: Transition Point Assessments**

Programs	Recruitment (Admission)	Induction (Entry to clinical practice)	Candidacy (Exit from clinical practice)	Exit from Program (Program completion)	Follow-Up (After program completion)
Early Childhood Education	C-BASE	Pre-Student Teaching Portfolio	Teacher Work Sample Student Teaching Summative Evaluation	Praxis II	Graduate Survey Employer Evaluation
Elementary Education	C-BASE	Pre-Student Teaching Portfolio	Teacher Work Sample Student Teaching Summative Evaluation	Praxis II	Graduate Survey Employer Evaluation
Middle School Mathematics Education	C-BASE	Pre-Student Teaching Portfolio	Teacher Work Sample Student Teaching Summative Evaluation	Praxis II	Graduate Survey Employer Evaluation
Middle School Science Education	C-BASE	Pre-Student Teaching Portfolio	Teacher Work Sample Student Teaching Summative Evaluation	Praxis II	Graduate Survey Employer Evaluation
Middle School Social Studies Education	C-BASE	Pre-Student Teaching Portfolio	Teacher Work Sample Student Teaching Summative Evaluation	Praxis II	Graduate Survey Employer Evaluation

Secondary English Education	C-BASE	Pre-Student Teaching Portfolio	Teacher Work Sample Student Teaching Summative Evaluation	Praxis II	Graduate Survey Employer Evaluation
Secondary Mathematics Education	C-BASE	Pre-Student Teaching Portfolio	Teacher Work Sample Student Teaching Summative Evaluation	Praxis II	Graduate Survey Employer Evaluation
Secondary Social Studies Education	C-BASE	Pre-Student Teaching Portfolio	Teacher Work Sample Student Teaching Summative Evaluation	Praxis II	Graduate Survey Employer Evaluation
Secondary Unified Science (Biology) Education	C-BASE	Pre-Student Teaching Portfolio	Teacher Work Sample Student Teaching Summative Evaluation	Praxis II	Graduate Survey Employer Evaluation

2a.3. How is the unit assessment system evaluated? Who is involved and how?

The unit has established a process for the evaluation of its assessment system. The seven key assessments determine a candidate’s ability to matriculate through the program. Faculty evaluate the unit’s seven key assessments at annual retreats to determine if the unit assessment system is providing the data needed to demonstrate candidate performance and the effectiveness of its programs. Faculty members also determine the degree to which the assessment system supports the unit’s data collection, data analysis, data dissemination and data review schedule as described in the unit’s Assessment Handbook. **(Exhibit 2a.4 Minutes of meetings on the development and refinement of the assessment system and use of data)**

The seven key unit assessments, additional program assessments needed for the SPAs and the assessment system as a whole are also evaluated by the Teacher Education Assessment Committee. The Assessment Committee is a department standing committee appointed by the dean. The committee has the charge of reviewing all unit and program assessments to ensure these assessments are providing the unit with the necessary data to assess the quality of its candidates and effectiveness of its programs. The committee helps to determine if the assessments are rendering the data needed to support the unit’s programs, and overall, if the assessment system is providing the necessary data to ensure candidates are monitored and performing as expected. This committee meets on a monthly basis and is comprised of unit faculty who represent each program area for all certifications offered through the unit. The committee makes assessment recommendations to the teacher education faculty for consideration during department meetings. These recommendations are as follows: 1) voted upon if action is necessary (approved actions are executed by the faculty), 2) approved for informational purposes only if no action is required or 3) amended by and implemented by the faculty.

1978/3500

2a.4. How does the unit ensure that its assessment procedures are fair, accurate, consistent, and free of bias?

The unit has established a process that ensures that its candidates' assessment procedures are fair, accurate, consistent and free of bias such as: ([Exhibit 2a.5 Procedures for ensuring key assessment are fair, accurate and free of bias](#))

Fairness: The unit is open with candidates concerning their assessment expectations and the evaluation parameters by which they will be assessed. Unit faculty members are made aware of the fairness policy in the unit's Assessment Handbook. On a course level, the expectations of the key assessments and the grading criteria are shared with candidates. This information is included in each course syllabus and scoring rubrics are attached.

Accuracy: The unit ensures that assessments measure what they are intended to measure. For example, the content is aligned with the state and professional standards and the conceptual framework. In addition, the conference method is used with student teachers when completing formative and summative evaluations. The student teacher, the cooperating teacher and the university supervisor discuss and confirm the candidate's evaluation during a conference with the candidate. The Coordinator of Student Teaching convenes a hearing with the cooperating teacher, the university supervisor and the student teacher in cases where significant disagreements in performance rating scores exist.

Consistency: The multiple evaluator method is used by two evaluators to assess candidates' writing examination and Teacher Work Sample. A third individual evaluates the candidates' work when significant differences exist between the two evaluators' ratings. Also to ensure consistency faculty continue to be involved with, trained on and updated on the implementation of the unit's assessment system. For example, faculty received training in scoring the Teacher Work Sample. Faculty members were advised of the requirements and how to utilize the scoring rubric to determine candidate performance on this key assessment. Faculty members are also consistently involved in the evaluation of the unit's assessment system and its programs.

Free of Bias: The unit ensures that its assessment procedures are free of bias by involving faculty in the development and evaluation of unit assessments and handbooks. Also, during faculty meetings, faculty members are provided an opportunity to provide input on the terminology, and verbiage in unit handbooks, and in some instances, provide assessment questions. As a result, the unit handbooks which include the Field Experience Handbook, Pre-Student Teaching Portfolio Handbook, Student Teaching Handbook and Assessment Handbook are void of stereotypes and culturally and racially insensitive terminology. Assessments are clearly written and produced, and directions are properly explained to all candidates.

As established by Institutional Academic Policy, candidates may appeal the use of any assessment that they consider to lack fairness, accuracy, consistency or freedom of bias.

2994/3000

2a.5. What assessments and evaluation measures are used to manage and improve the operations and programs of the unit?

Prior to 2009, the former dean appointed a unit committee to oversee the operations and programs of the unit. This committee evaluated and proposed changes to programs and courses, encouraged scholarship and provided professional development for faculty. For more transparency of the evaluation process, in 2009 the unit established a system to evaluate the management and improvement of the operations and programs of the unit. These procedures include but are not limited to:

Internal Program Reviews- A faculty survey, developed through Survey Monkey, on unit operations provides feedback to the unit concerning its programs. This survey was completed for the first time in Fall 2009, and will be completed each semester in the future. Both full-time and adjunct faculty members complete the unit operations survey. The survey is designed to measure the following:

1. How well the unit addresses objectives outlined in the Conceptual Framework
2. How well the unit achieves educational impact
3. How well the unit fulfills campus service obligations
4. How well faculty members fulfill unit service obligations
5. How prominent faculty members have become in their teaching, research and service contributions
6. What is considered to be the strongest unit operation (support mechanism)
7. Which support system most requires improvement/attention from the faculty (**Exhibit 2a.6 Summaries of data from Unit Operations Survey**)

Unit Quality Review- The unit full-time faculty participate in a “Closing the Loop” evaluative and reflective process. This written review is completed annually at the conclusion of the spring semester. During this reflective process faculty can address areas such as mentoring (advising), services provided to candidates, resources and policy changes. (**Exhibit 2a.7 Samples of faculty mentoring**)

External Unit and Program Reviews- Annually, the unit sends surveys to first and second year graduates. Some of the questions on the survey address areas of unit operations such as the availability of resources for learning, interactions with clerical staff, quality of the faculty members and information and orientation into the program.

Adjunct faculty are informed of all unit changes through correspondence with the dean and attendance at faculty meetings. Adjunct faculty are extended voting privileges at all teacher education faculty meetings and appointed to various committees within the unit.

2423/3000

2a.6. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the unit's assessment system may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

2b. Data Collection, Analysis, and Evaluation

2b.1. What are the processes and timelines used by the unit to collect, compile, aggregate, summarize, and analyze data on candidate performance, unit operations, and program quality?

How are the data collected?

Data is collected each semester for each of the seven key assessments and assessed by faculty annually. Unit faculty collect Pre-Student Teaching Portfolios, TWS and Student Teaching Summative Evaluations each semester. C-BASE data is forwarded to the university from the Assessment Resource Center (ARC) and PRAXIS is forwarded to the university from Educational Testing Services (ETS). Data for each examination is disseminated to enrollment management, Vice President of Academic Affairs, the Dean of Teacher Education and the Director of NCATE/DESE and Unit Assessments throughout each semester. The dean and the Director of NCATE/DESE and Unit Assessments collect graduate and employer surveys at the end of the spring semester. All data collected are entered into the electronic assessment system by the part-time data entry specialist.

Prior to the Fall 2009 semester, data was collected and stored in the Statistical Program for the Social Sciences (SPSS); however, this method of collecting and storing data was changed after the expertise for navigating this system was not as readily available when the leadership of the unit changed. Data is now collected and analyzed using Microsoft Excel Software and Survey Monkey. The university is investigating the purchase of a commercial database system which may also be used for the data collection processes of the teacher education program. An RFP was published in Fall 2009 and vendors were evaluated in January 2010. A final selection is anticipated by the end of the Spring 2010 academic semester. **(Exhibit 2b.6 Procedures that ensure data are regularly collected)**

From whom (e.g., applicants, candidates, graduates, faculty) are data collected?

To provide a more holistic view of the unit, data are collected from several key constituents to provide support for continuous program changes, improvement and continuation:

1. **Faculty:** Collect the Pre-student Teaching Portfolio, Teacher Work Sample and Student Teaching Summative Evaluation data
2. **Candidates:** Provide assessment data on all seven key assessments
3. **Cooperating Teachers:** Provide Student Teaching Summative Evaluation data
4. **Graduates:** Complete the Graduate Survey
5. **Principals:** Complete the Employer Evaluation
6. **National Testing Services:** Provide Praxis II and C-BASE data

How often are the data summarized and analyzed?

Data, in the form of tables and graphs, are disseminated to unit faculty and the Teacher Education Council by the Dean of Teacher Education and Director of NCATE/DESE and Unit Assessments. All data are collected and shared throughout the semester. Analysis of data throughout the semester may necessitate changes being instituted. All unit data are analyzed and summarized annually during a faculty assessment day to ensure that assessments are valid and reliable in providing information regarding unit programs. During this meeting, faculty members are grouped by their certification area and analyze the data for each key assessment from their area.

A one-page summary completed by the program faculty for each key assessment answers the following questions: **(Exhibit 2b.11 Summaries of key assessments)**

1. Describe the Assessment. Is the assessment fair and accurate? Does the assessment yield consistent data and is it free of bias? If yes, how so? If no, how does the unit justify the use of this assessment?
2. What are the assessment results?
3. How will this information be used to change and strengthen the program?
4. Overall, does the key assessment provide the necessary data to assess the quality and performance of the candidates and the teacher education program?

Whose responsibility is it to summarize and analyze the data? (dean, assistant dean, data coordinator, etc.)

The Teacher Education Department summarizes and analyzes the data annually. The Director of NCATE/DESE and Unit Assessments has the responsibility of ensuring all assessments are administered, collected and analyzed. The part-time data analyst, hired in January 2010, assists with the analysis of data as well. The dean assists with monitoring the analysis of all unit data.

The department's Assessment Committee also reviews the data and makes recommendations to the Teacher Education faculty. The Teacher Education Council then reviews recommendations made by the faculty or Assessment Committee. The Teacher Education faculty implements the recommended changes.

In what formats are the data summarized and analyzed? (Reports, tables, charts, graphs, etc.)

Formats for data have included reports, tables, graphs, charts and other visual representations. This information is presented to a variety of audiences (e.g., faculty, Assessment Committee, Teacher Education Council). Data is analyzed annually to assess candidate performance and quality of the unit's programs. **(Exhibit 2a.4 Minutes of meetings on the development and refinement of the assessment system and use of data)**

What information technologies are used to maintain the unit's assessment system?

In 2002, the unit adopted the 11.0 Statistical Program for Social Science (SPSS) data processing system to manage its data. The unit upgraded to SPSS 12.0 in 2006. However, this method of collecting and storing data was changed after the expertise for navigating this system was not as readily available when the leadership of the unit changed. In an effort to continue to aggregate and disaggregate data by program, data is collected and analyzed using Microsoft Excel Software and Survey Monkey for the 2009-2010 academic year. The university is investigating the purchase of a commercial database system which may also be used for the data collection processes of the teacher education program. An RFP was published in Fall 2009 and vendors were evaluated in January 2010. A final selection is anticipated by the end of the Spring 2010 academic year.

The Department of Information Technology (IT) Services provides the unit with additional institutional data as needed, such as Praxis II scores, C-BASE scores, candidate completion rates, Grade Point Average (GPA) and admission information to the professional level. ([Exhibit 2b.10 Description of information technology used to manage performance data](#)) ([Exhibit 2b.12 RFP for assessment system platform](#))

6261/8000

2b.2 How does the unit disaggregate candidate assessment data for candidates on the main campus, at off-campus sites, in distance learning programs, and in alternate route programs?

There are no programs that are offered off-campus, via distance learning technologies or alternate route programs.

Assessment data for candidates on the main campus for the seven key unit assessments are aggregated for the unit and disaggregated by program. Data from the SPA program assessments are reported by program. Unit assessment data is disaggregated by the Director of NCATE/DESE and Unit Assessments who has the responsibility of ensuring all assessments are administered and the data collected is analyzed by program and by the unit.

Data collected for candidates is disaggregated according to the nine certification programs:

1. Early Childhood
2. Elementary
3. Middle School Mathematics
4. Middle School Science
5. Middle School Social Studies
6. Secondary English Science
7. Secondary Mathematics
8. Secondary Social Studies
9. Secondary Science (Biology)

Faculty members that teach in each respective program area analyze the data for their certification teaching area. The dean analyzes data for the unit.

2b.3. How does the unit maintain records of formal candidate complaints and their resolutions?

Records of candidate formal complaints and their resolutions are maintained in the dean's office with copies maintained in the Office of Academic Affairs. When and where applicable, copies of the documents are also placed in faculty files in the dean's office. ([Exhibit 2b.9 File of student complaints and unit response](#))

There is a formal appeals process that the institution and unit follow to address student complaints and resolve program conflicts which includes the following steps: ([Exhibit 2b.8 Unit or institutional policies for handling complaints](#))

1. Candidates work to resolve the matter at the instructor level, by putting the concern in writing to the faculty member; if no resolution can be reached, the concern proceeds to the dean.
2. The candidate is required to secure a copy of the Departmental Academic Grievance Procedure from the appropriate department. This document informs the candidate of all appropriate instructions for processing the review at the department level. The departmental dean notifies the candidate, in writing, of the department's decision within thirty (30) days of receipt of the candidate's appeal.
3. If no resolution can be reached, the concern proceeds to the Vice President for Academic Affairs. The decision of the Vice President for Academic Affairs is final.

2b.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the unit's data collection, analysis, and evaluation may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

2c. Use of Data for Program Improvement

2c.1. In what ways does the unit regularly and systematically use data to evaluate the efficacy of and initiate changes to its courses, programs, and clinical experiences?

Faculty members use assessment data primarily to make instructional modifications and course/program changes based on candidates' performance. ([Exhibit 2c.11 Schedule for when unit analyzes data to make changes](#)) ([Exhibit 2c.15 Schematic of the assessment process](#))

The unit employs processes to make changes to its courses, programs and clinical experiences. These processes are as follows:

Course changes- Courses are changed periodically to ensure that the curriculum is best meeting the candidates' needs for being prepared in diverse classroom settings. New courses and changes in courses are made within the unit in the following way:

1. New courses are recommended to the dean by any Teacher Education faculty member after analysis of key assessment data.
2. The dean presents the proposal to the Curriculum Committee, a department standing committee, for discussion and recommendation. The Curriculum Committee is appointed by the dean to address new courses and curriculum changes.
3. The proposal is then presented to the Teacher Education faculty in a departmental meeting and the rationale and recommendation are forwarded to the Teacher Education Council.
4. The Teacher Education Council discusses the issue and upon approval, the proposal is forwarded back to the department and forwarded to the Vice President for Academic Affairs for approval.
5. The dean makes the necessary contacts with DESE to ensure compliance of all university and state requirements.
6. Upon approval from these entities, new courses and changes in courses can be implemented at the unit level.
7. All changes are articulated to the university by written correspondence and university memoranda by the Office of Academic Affairs.

Program changes- The process for program changes is the same as for course changes, except that the proposals are then forwarded to the Office of Academic Affairs for approval by the University President and the Board of Regents. The proposal then must be approved by the Missouri Department of Higher Education (MDHE) Coordinating Board of Higher Education (CBHE). ([Exhibit 6a.3 Minutes of meetings of unit governance committees](#))

Clinical-Field Experience Changes- Proposals are made by the Clinical-Field Experience Committee based on candidate performance data. Proposals might address issues such as placement, contact hours, evaluations, etc. This committee discusses and votes upon recommendations and changes to be implemented. These recommendations are then forwarded to the Teacher Education Department for implementation or reconsideration.

2521/7000

2c.2. What data-driven changes have occurred over the past three years?

The following are four examples of data-driven changes that have occurred over the past three years. First, in Spring 2006, the unit approved revisions to be effective Fall 2006 consisting of course configuration and sequencing for several courses in the elementary program. ([Exhibit 2c.12 Examples of changes made to courses, programs and unit in response to data](#)) These revisions were based on the need for candidates to experience more time in an authentic classroom and more opportunities to practice formal and informal assessment strategies. This revision came as a direct result of feedback received on graduate and employer surveys indicating candidates could benefit from more classroom instruction and interaction.

Second, to make the process of assigning field experience, practicum and student teaching placements more systematic and diverse, the position of Coordinator of Field Experience was created based on data collected by principals and candidates on the Graduate Survey and Employer Survey that suggested candidates could further benefit from more diverse placements. The responsibilities of the coordinator include arranging for placements in diverse settings, making reporting of observations more consistent and developing better relationships with P-12 faculty and administrators.

Third, scores obtained from the C-BASE and Praxis II assessments revealed that candidates needed additional assistance with learning how to answer the questions presented on these exams. Thus, C-BASE Institute and Praxis II Workshops were implemented. Candidates are able to enroll in C-BASE courses which are scheduled as 3-credit hour courses. Praxis II classes are held as weekend workshops and are conducted in 8-session classes throughout the semester. These workshops are designed to increase the candidate success rate on the C-BASE exam and improve the first-time pass rate for the Praxis II examination.

Finally, feedback from cooperating teachers, university supervisors and principal surveys indicated the need for candidates to have more knowledge of classroom management techniques. As a result, two courses were developed: EDUC 401A Classroom Management and Organization for Elementary Classrooms and EDUC 401B Classroom Management and Organization for Middle and Secondary Classrooms. These courses were implemented in Fall 2009 and are required for all candidates in place of PSY 0315 Psychology and Educational Measurement.

2454/4000

2c.3. What access do faculty members have to candidate assessment data and/or data systems?

Candidates' performance data are disaggregated by program each semester and shared at the annual faculty assessment day. Beginning Fall 2009 data from all key assessments are made available to faculty through Survey Monkey or Microsoft Excel each semester. This information is provided by the Director of NCATE/DESE and Unit Assessments and is used by the faculty at the annual faculty assessment day.

404/2000

2c.4. How are assessment data shared with candidates, faculty, and other stakeholders to help them reflect on and improve their performance and programs?

Analysis of assessment data are shared with candidates, faculty, and other stakeholders in the form of minutes, conference proceedings, research findings, presentations, workshops and reports. Unit faculty and the Teacher Education Council are provided with candidates' performance assessment data each semester or annually dependent upon which data is being assessed. ([Exhibit 2c.13 Examples of data dissemination](#))

General assessment data are shared annually with candidates at the fall and spring professional development seminars, and throughout their program matriculation such as in their courses or from candidates' mentors. In addition, data are reported to the Missouri Department of Elementary and Secondary Education (DESE) in required annual reports. Each year an annual MoSTEP Report is submitted by the unit that aggregates the data from the previous year.

870/2000

2c.5. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the use of data for program improvement may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Optional

1. What does your unit do particularly well related to Standard 2?

A strength of the unit as it relates to Standard 2 is that the unit has a successful simple, comprehensive assessment system. The unit's assessment system employs the same seven key assessments across all nine programs to provide unit data on the quality of the candidates' preparation as effective teachers.

The unit utilizes this data to make changes to the curriculum and the program as a whole. Our unit's assessment system is designed to ensure that the unit achieves two primary goals: 1) Preparing Harris-Stowe Teacher Education candidates who are effective professionals with the necessary knowledge, skills and dispositions to work in a diverse society and 2) Using data to strengthen our professional practice.

The unit also continues to improve its electronic assessment system as evidenced by the recent assessment Request for Proposal (RFP) that was issued in 2009. This proposal was submitted to find a comprehensive commercial assessment platform that will better address the unit's data needs. Vendors were evaluated in January 2010 and a final selection is anticipated by the end of February 2010.

In addition, content area faculty are involved in the unit assessment system by service on the Teacher Education Council, participation in the preparation of SPA reports and alignment of course objectives with SPA standards. Content area faculty members also participate in the process for interviewing candidates for admission to the Teacher Education program.

1475/2000

2. What research related to Standard 2 is being conducted by the unit or its faculty?

Current research is being conducted on a key unit assessment, the Praxis II exam. The research analyzes the correlation between a systematic Mock Praxis II Preparation Program and its effects on the pass rate of candidates taking the required state licensure examination. In the program,

candidates are provided a pre-test. Based on the results, candidates are engaged in a rigorous 4-weekend program of study that addresses all the components covered on the licensure exam. At the conclusion of the program candidates are given a post-test. The pre-test and post-test scores are analyzed and compared. In addition, correlation between participation in the program and pass rate success on the actual examination will also be examined. ([Exhibit 2c.14 Examples Pre and Post Mock Praxis II data](#))

793/2000

STANDARD 3: FIELD EXPERIENCES AND CLINICAL PRACTICE

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

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

3a. Collaboration between Unit and School Partners

3a.1. Who are the unit's partners in the design, delivery, and evaluation of the unit's field and clinical experiences?

The unit partners for design, delivery and evaluation of the unit's field and clinical experiences include the entire university faculty and P-12 school-based faculty. While the unit faculty is responsible for pedagogical and professional knowledge, the faculty in Arts and Sciences, Urban Specializations and Business provide instruction in content knowledge. The university faculty dialogue and evaluate the requirements for field and clinical experiences to ensure that the standards of their particular Specialized Professional Associations (SPA) are met through the field experience and clinical practice assignments. They collaborate on the descriptions of the assignments, the methods of delivery and the rubrics used for evaluation. The university faculty also seeks the guidance of the P-12 partners to validate the appropriateness, accuracy and continuity of the field and clinical assignments. Partners in P-12 schools are also important in the evaluation of candidate performance in the classrooms. Unit faculty and P-12 partners continue to work collaboratively to create assignments, activities and experiences that support effective instruction demonstrating the unit's teacher roles and dispositions. ([Exhibit 3a.1 Memoranda of understanding, minutes from meetings, etc. to document partnerships with schools](#))

The P-12 school-based partners include faculty members of our Professional Development Schools (PDS) and other local schools in the St. Louis City and County Public School districts, charter and private schools and St. Clair County, Illinois. The PDS schools include Gateway Elementary School, Shepard Elementary School (closed in 2009) and Roosevelt High School, all part of St. Louis Public Schools. The county districts with whom we have field experience and clinical practice agreements include but are not limited to the following school districts:

Parkway, Jennings, Normandy, University City, Ferguson-Florissant, Mehlville, Hazelwood, Lindbergh, Maplewood-Richmond Heights, Webster Groves, Wentzville and Fox.

2044/3000

3a.2. In what ways have the unit's partners contributed to the design, delivery, and evaluation of the unit's field and clinical experiences?

The unit's partners contribute to the design, delivery and evaluation of the unit's field and clinical experiences in several ways. The unit and its P-12 partners collaborate to ensure accountability for field experiences and clinical practice. The partners discuss and evaluate the assignments and instructional design appropriate for the grade level and content of the field and clinical experiences of the candidates. They base their recommendations on current practices and recent research in the field along with the national, state and local standards. Through the Teacher Education Council and the PDS, principals and other representatives of local schools are able to offer recommendations for improvement of field experiences and clinical practice. This collaboration offers a significant blend of theory and practical experience for the candidates.

Likewise, the unit's partners contribute to the delivery of instruction for field and clinical experience. Candidates have opportunities in the university classroom to see lessons modeled, to present lessons and to evaluate lessons. When they engage in field experience and clinical practice, candidates also observe the P-12 partners as they model lesson delivery and are given opportunities to present their lessons to the P-12 students.

Evaluation of field and clinical experiences takes place in several ways. Unit and P-12 faculty offer advice, constructive criticism and commendations for excellent candidate performance in the classroom. They use rubrics for evaluation and utilize the Teacher Work Sample as a final evaluation of the field and clinical practice. Following the university supervisor's formal observation of the student teacher (four times each semester), the university supervisor meets with both the candidate and the P-12 cooperating teacher to discuss the candidate's performance. The cooperating teacher also has input into the evaluation of the candidate since the supervisors are not present at all times.

This collaboration results in accountability in the following areas: cooperation in the school-based placements; identification of the field and clinical curriculum practices; introduction of candidates to the professional expectations of the school culture; application of both entry and exit requirements for candidates; demonstration by candidates of content, professional, and pedagogical knowledge; demonstration by candidates of competency in earlier field experiences; application by candidates of the skills, knowledge, and dispositions as defined by the unit, including the capacity to have a positive effect on P-12 student learning; demonstration by candidates of skills for working with colleagues, parent/families and communities; placements in schools with English Language Learners; assessments of unit's dispositions during the field experiences; and use of multiple assessment approaches to evaluate candidates' impact on the enhancement of P-12 student learning.

2975/3000

3a.3. What are the roles of the unit and its school partners in determining how and where candidates are placed for field experiences, student teaching, and internships?

The unit has two primary roles in the placement of the candidates for field experiences and clinical practice:

1. The provision of candidate and unit information to school partners including:
 - a. Letter regarding each candidate's required level of field experience or clinical practice
 - b. Specific performance outcomes
 - c. Preparation for field experience or clinical practice assignments
 - d. Required field experience or clinical practice clock hours
 - e. Status of each candidate's background check
 - f. Cooperating teacher's evaluation form
2. The facilitation of meetings with partner schools' principals or designees to discuss the number of placements and types of placements needed.

The partner school has three major roles in the placement of the candidates for field experience and clinical practice:

1. Determination of the most appropriate classroom placement
2. Confirmation of the candidate's placement
3. Confirmation of the cooperating teacher's qualifications – Specifically, when the P-12 principal is contacted by the university coordinator, the principal verifies that the cooperating teacher for the placement meets the following criteria: (1) has a minimum of three years' teaching experience; (2) has certification in the area in which he/she is teaching; and (3) shows a willingness to attend an orientation for cooperating teachers and a willingness to work with, and be a mentor to, student teachers.

Information concerning the processes used to place candidates in field experiences and clinical practice sites is given in Attachment 1 found under 3a.5. The roles of the university supervisors, the cooperating teachers and the school administrators are also listed in Attachment 2 under 3a.5.

1710/3000

3a.4. How do the unit and its school partners share expertise and resources to support candidates' learning in field experiences and clinical practice?

Through its Professional Development School (PDS) partnerships and partnerships with other cooperating schools for field experiences and clinical practice, Harris-Stowe and the area metropolitan school districts share and integrate resources and expertise to support candidates' learning in field experiences and clinical practice. For example, Harris-Stowe faculty members and school-based partners from Gateway Elementary School, Shepard Elementary School and Roosevelt High School meet each month to discuss the needs of candidates and the suggestions

of partner faculties, as well as the goals for the field experiences. University field experience supervisors continue the dialogue with school-based partners as they visit the partner schools. For at least each of the past 6 semesters, at least one course has been taught at the P-12 schools so that information presented in the courses can be emphasized in the field placements. Examples of courses include practicum courses and reading methods courses.

In addition, collaboration took place when faculty members of Gateway Elementary School decided that reading and writing instruction would be the focus of the field experiences in their classrooms while also giving candidates experiences in physical education, the arts, science, math, and social studies instruction. Harris-Stowe faculty members and Gateway representatives met in planning sessions to decide on schedules, school-based faculty responsibilities, expectations from candidates, scope of candidate work with students and evaluation of results and activities. Similar meetings are conducted on an ongoing basis with Harris-Stowe faculty members and other P-12 representatives.

Area principals also help candidates in field experiences and clinical practice by offering workshops as part of the professional development for teacher candidates. There have been several occasions where alumni who are now administrators and other principals will participate in spring and fall professional development opportunities for our candidates. For example, principals have contributed to addressing issues of professional dress and demeanor for teacher candidates as they enter their field and clinical experiences.

2232/2500

3a.5. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to collaboration between unit and school partners may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

3b.1. What are the entry and exit requirements for clinical practice?

The entry requirements for clinical practice are listed below ([Exhibit 3b.5 Descriptions of clinical practice programs for initial teacher candidates and other school professionals](#)) ([Exhibit 3b.6 Student teaching handbook](#)):

1. Candidate must have satisfactorily completed all requirements for admission to one of the university's Teacher Education degree programs.
2. Candidate (certification-only candidates exempt) must pass the College Basic Academic Subjects Examination (C-BASE) with a minimum score of 235 on all parts of the exam.
3. Candidate must have a cumulative GPA of at least 2.5 on a 4.0 scale.
4. Candidate must have completed all professional education courses (except courses in which s/he is presently enrolled).

5. Candidate must have completed all courses in the subject matter area (except courses in which s/he is presently enrolled).
6. Candidate must submit an application for student teaching to the Teacher Education Department’s Clinical Practice and Field Experiences Team.

Exit requirements for clinical practice include successful completion of student teaching with a grade of “C” or better assigned by the university supervisor based on the following:

1. Written evaluations and recommendations of the cooperating teacher
2. Performance artifacts
3. Completed TWS
4. Student teaching portfolio
5. Written evaluations by the university supervisor

1404/2500

3b.2. What field experiences are required for each program or categories of programs (e.g., secondary) at both the initial teacher preparation and advanced preparation levels, including graduate programs for licensed teachers and other school professionals? What clinical practice is required for each program or categories of programs in initial teacher preparation programs and programs for the preparation of other school professionals? Please complete Table 7 or upload your own table at Prompt 3b.9 below.

**Table 7
Field Experiences and Clinical Practice by Program**

Program	Field Experiences	Clinical Practice (Student Teaching or Internship)	Total Number of Hours
Early Childhood Education Birth – Age 3	Music, Art, Movement, Drama, Play (15); Infants and Toddlers (30); Developmental Learning (15); Math & Science Readiness in ECE (15); Science and Social Studies in ECE (15). Total 90 hours.	Five week full-time student teaching placement in a preschool learning site and ten week full-time student teaching placement in a K-3 rd grade site (15 weeks total). Total 450 hours	540
Elementary Education Grades 1 – 6	Introductory Field Experience (18); Physical Education Methods (6); Interdisciplinary	15 week, full-time student teaching placement in grades 1-6, in one setting. Total 450 hours.	

	Practicum (45); Literacy Area Practicum (45). Total 114 hours.		564
Middle School Education Grades 5 – 9 Math Social Studies Science	Introductory Field Experience (18); Content Methodology Applications (60). Total 78 hours.	15 week, full-time student teaching placement in content area classroom in middle or secondary school. Total 450 hours.	528
Secondary Education Grades 9 – 12 Math Social Studies Science English	Introductory Field Experience (18); Content Methodology Applications (60). Total 78 hours.	15 week, full-time student teaching placement in content area classroom in middle or secondary school. Total 450 hours.	528

3b.3. How does the unit systematically ensure that candidates develop proficiencies outlined in the unit's conceptual framework, state standards, and professional standards through field and clinical experiences in initial and advanced preparation programs?

The unit has established performance-based assessments for field experience and clinical practice to ensure that candidates develop the proficiencies outlined in the unit's conceptual framework, state standards and professional standards. The performance-based assessments include the use of components of the Teacher Work Sample (TWS). In early field experience, candidates begin with observation in P-12 classrooms and are required to respond to the task of the first component of the TWS, Contextual Factors. As candidates participate in more instructional activities in their field experiences, more components of the TWS are required. By the time the candidates are in mid-tier field experiences, requiring 45 to 60 hours of practicum, candidates are completing all of the components of the TWS just as they are required in clinical practice. All assessments are aligned with the competencies of the conceptual framework, including teacher roles and dispositions, and the national, state and professional standards. The rubrics have been developed to include the Missouri standards, as well as the SPA standards. Candidates must demonstrate how these standards are met in their performance artifacts, completed TWS projects and pedagogical and professional activities.

In preparation for clinical practice, candidates prepare pre-student teaching portfolios, which demonstrate the growth which has occurred through their education courses by including artifacts linked to state and professional standards. These are evaluated prior to entry to clinical practice.

Another systematic evaluation occurs in clinical practice. Candidates also complete the entire TWS during student teaching, related to their area of instruction and are evaluated on the basis of their SPA and state standards. Candidates receive formative and summative evaluations of their teaching pedagogy and preparation for instruction from university supervisors and a final

evaluation from the cooperating teacher in the P-12 classroom (**Exhibit 3b.7 Assessments and scoring rubrics/criteria used in field experiences for initial and advanced teacher candidates and other school professionals**) ((**Exhibit 3b.8 Assessments and scoring rubrics/criteria used in clinical practice for initial and advanced teacher candidates and other school professionals**)

2324/3500

3b.4. How does the unit systematically ensure that candidates use technology as an instructional tool during field experiences and clinical practice?

The unit requires candidates to use instructional technology with their individual and small group tutorial sessions with P-12 students as well as in more formal teaching situations in field experiences and clinical practice. Candidates document the use of instructional technology during their practicum courses prior to student teaching as well as during student teaching in the following Teacher Work Sample (TWS) components: (a) Design for Instruction, (b) Instructional Decision-Making and (c) Analysis of Student Learning. In addition, faculty and cooperating teachers evaluate candidates' instructional technology competence during the field experiences and clinical practice as part of their summative evaluations.

722/3000

3b.5. What criteria are used in the selection of school-based clinical faculty? How are the criteria implemented? What evidence suggests that school-based clinical faculty members are accomplished school professionals?

The university utilizes written guidelines in addition to on-site observations of exemplary practice and the recommendations of principals for the selection of school-based clinical faculty. (**Exhibit 3b.2 List of criteria for the selection of school-based clinical faculty (e.g., cooperating teachers, internship supervisors)**) All school-based faculty members must meet the following criteria:

1. Be interested in working with a student teacher and being involved in a cooperative teacher education program
2. Possess full certification in the area in which he/she is teaching or working
3. Have a minimum of three years of teaching experience
4. Demonstrate that he/she is a student of teaching by employing an analytical approach to basic professional responsibility, and have the ability to communicate the rationale for his/her own approach to teaching
5. Objectively assess his/her own teaching in order to refine personal skills
6. Exhibit a diagnostic-decision-making approach to resolving problems encountered in teaching
7. Provide an early alert to developing problems
8. Evaluate the student teacher as a student and not as an experienced teacher
9. Display the ability to accept and build upon the initial strengths and weaknesses of those assigned to work with him/her

10. Be willing to work extra to accommodate the student teacher's needs

Each Cooperating Teacher is selected by his/her building principal and submits a Verification of Participation and a Cooperating Teacher Data Form which are used to confirm licensure. Upon completion of these forms by the teacher, the principal verifies accuracy and also signs the forms. In addition, the unit verifies certification status with the Missouri Department of Elementary and Secondary Education certification website based upon the information provided on the Teacher Data Form. This website identifies recognized licensures of each teacher as documented by degree, coursework and Praxis II. (**Exhibit 5a.2 Licensure of school-based faculty**)

1998/2000

3b.6. What preparation do school-based faculty members receive for their roles as clinical supervisors?

School-based faculty members are not employed by the university. They serve as cooperating teachers to offer guidance and analysis of student teacher performance during the clinical practice. The cooperating teachers are selected based on criteria established by the unit. Cooperating teachers meet with university supervisors to discuss student teacher performance during clinical practice. Through frequent dialogue between school-based cooperating teachers and university supervisors, each participant in the dialogue develops a better understanding of the goals, procedures and assessments required during clinical practice. (**Exhibit 3b.9 Agendas from meetings with cooperating teachers and internship supervisors**)

School-based faculty members are strongly encouraged to attend an orientation given by the Coordinator of Student Teaching and are given the Student Teaching Handbook which indicates their responsibilities as cooperating teachers, the responsibilities of the candidates and the responsibilities of the student teaching supervisors. Those who are unable to attend the orientation are given the information by the assigned university supervisor. The handbook also contains the documents used for evaluation of the candidates and other information that guides the clinical experience. (**Exhibit 3b.3 Professional development opportunities and requirements for school-based clinical faculty**)

1406/2000

3b.7. What evidence demonstrates that clinical faculty members provide regular and continuous support for student teachers, licensed teachers completing graduate programs, and other school professionals?

School-based clinical faculty members and candidates regularly discuss the knowledge, skills and dispositions necessary for effective teaching in the classroom. They comment on lessons taught by the candidate and give suggestions for improvement where needed. The cooperating teacher completes a midterm evaluation form and a final evaluation form on the candidate's

performance. This form is shared with and signed by the candidate and the university supervisor. In addition, the cooperating teacher conferences with the candidate at least twice a week and provides written feedback concerning lesson plans, classroom management, teaching behaviors and interpersonal relations with students and faculty.

University supervisors of candidates are required to provide regular and continuous support for student teachers. Supervisors conduct on-going individual conferences and formal evaluations and hold a formal initial conference with the student teacher and the cooperating teacher to discuss the student teacher's performance objectives and the supervisor's and cooperating teacher's responsibilities. During the 15-week student teaching clinical practice, supervisors conduct five formal evaluations of the student teacher. These five evaluations include (1) four Content and Pedagogical Knowledge and Skills Evaluations, and (2) a Summative Pedagogy and Professional Evaluation. These evaluations constitute the basis for the on-going individual conferences with the student teacher. The content of the conferences and evaluations are documented in a written report and signed by both the candidate and the supervisor. The student teacher seminar also provides additional opportunities for supervisors to support candidate's learning. Finally, supervisors are required to submit a record of the dates and times of formal conferences and evaluations with the student teachers.

1883/2000

3b.8. What structured activities involving the analysis of data and current research are required in programs for other school professionals?

Not applicable since the institution does not offer programs for other school professionals.

3b.9. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the design, implementation, and evaluation of field experiences and clinical practice may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

3c.1. On average, how many candidates are eligible for clinical practice each semester or year? What percent, on average, complete clinical practice successfully?

On average, 25 candidates are eligible for clinical practice each semester. An average of ninety-two percent (92%) complete clinical practice successfully each semester. ([Exhibit 3c.11 Completion rates for candidates in student teaching and internships by semester](#))

3c.2. What are the roles of candidates, university supervisors, and school-based faculty in assessing candidate performance and reviewing the results during clinical practice?

The role of the candidate in assessing performance and reviewing results during clinical practice lie in self-reflection which accompanies lesson plans and is a component of the Teacher Work

Sample, in participating in the oral and written conferences conducted by the cooperating teacher and/or the university supervisor, and in continuously seeking better methods of dealing with situations that arise during the course of the clinical practice. This is done through acknowledging recommendations and evaluations of the cooperating teacher, the university supervisor and lessons learned through self-reflection.

The role of the cooperating teacher is to provide the student teacher with continuous feedback concerning lesson plans, classroom management, teaching behaviors and interpersonal relations with students and faculty. The cooperating teacher schedules conferences at least twice a week which includes written feedback from observations of the candidate. The cooperating teacher also completes the midterm evaluation form on the student teacher's performance. This form is shared with, and signed by the student teacher and the university supervisor. It includes strengths and concerns which the cooperating teacher has observed. In addition, the cooperating teacher completes the final evaluation form. This evaluation is shared with and signed by the student teacher and the university supervisor during the final conference.

The role of the university supervisor is to arrange for individual conferences with the student teacher to recommend teaching techniques and procedures for enhancing his/her development. The supervisor also plans, schedules and conducts three-way conferences involving the student teacher, cooperating teacher and the university supervisor. The university supervisor provides feedback on a regular basis to the student teacher on his or her teaching and completes and submits all forms in a timely manner. It is also the responsibility of the university supervisor to determine the final grade for the student teacher, utilizing input from the cooperating teacher and principal as well as his or her observations and conferences.

2169/3500

3c.3. How is time for reflection and feedback from peers and clinical faculty incorporated into field experiences and clinical practice?

Candidates receive feedback from peers following microteaching experiences in the classroom. Candidates are given time to reflect on the feedback in a written reflection and self-evaluation of their teaching performance. They also reflect in writing on feedback given by the faculty member teaching the field experience course.

In clinical practice, the formative and summative evaluations as well as informal evaluations and conferences with university supervisors and cooperating teachers allow for candidate reflection. Candidates are encouraged to use self-evaluation as a means of improving instructional design and delivery for personal and professional growth.

The Teacher Work Sample also is a means of reflection for the candidates. All components are tied together through the reflection and self-evaluation component of the TWS. Throughout field experiences and clinical practice, candidates are required to reflect on their performance to enhance professional growth and to encourage the development of their knowledge, skills and dispositions.

1059/2000

3c.4. What data from multiple assessments provide evidence that candidates demonstrate the knowledge, skills, and professional dispositions for helping all students learn in field experiences and clinical practice?

The Pre-Student Teaching Portfolio, the TWS and the Summative Evaluation provide evidence that candidates demonstrate the knowledge, skills and dispositions for helping all students learn in field experiences and clinical practice.

Pre-Student Teaching Portfolio

Candidates demonstrate knowledge of the content that he/she is teaching in the Pre-Student Teaching Portfolio. The candidate is evaluated on a range of (0) to (2): (0) = Insufficient Evidence, (1) = Does Not Meet the Standard and (2) = Meets the Standard. The percentage of responses for each year at (2) is as follows: 2006-2007: (n=6) 100.0%; 2007-2008: (n=18) 38.9%; 2008-2009: (n=29) 82.8%

Teacher Work Sample

Under “helping all students learn” candidates demonstrate skills in helping all students learn in field experiences and clinical practice through the TWS on a range of (0) to (3): (0) = Indicator Not Met, (1) = Indicator Minimally Met (2) = Indicator Partially Met and (3) = Indicator Met. For 2006-2007: (n=33); 2007-2008: (n=30); and 2008-2009; (n=45). The percentage of ratings for each year at (3) is as follows:

Makes adaptations to assessments that are appropriate to meet the individual needs of most students: 2006-2007: 72.7%; 2007-2008: 50.0%; 2008-2009: 53.3%

Most instruction has been designed with reference to contextual factors and pre-assessment data, and most activities and assignments appear to be productive and appropriate for each student: 2006-2007: 75.8%; 2007-2008: 50.0%; 2008-2009: 62.2%.

Student Teaching Summative Evaluation

The candidate is assessed on dispositions on a 4-point scale which includes (N) = Not observed, (1) = Needs Improvement, (2) Progressing, (3) = Meets Expectations, (4) = Exceeds Expectations. For 2006-2007: (n=49); 2007-2008: (n=40); and 2008-2009; (n=40). The following data shows the percentage of candidates who were rated at (3) or (4) disaggregated by year:

Demonstrates mastery of subject matter (Competence): 2006-2007: 89.8%; 2007-2008: 92.5%; 2008-2009: 90.0%

Accepts and provides for individual differences (Diversity): 2006-2007: 83.7%; 2007-2008: 85.0%; 2008-2009: 90.0%.

Establishes environments and emotional sets for the classroom (Reflection): 2006-2007: 89.8%; 2007-2008: 87.5%; 2008-2009: 92.5%

Solicits parental input and participation (Professionalism): 2006-2007: 81.6%; 2007-2008: 80.0%; 2008-2009: 67.5%

Works with other professionals to support programs for pupils of differing moods (Professionalism): 2006-2007: 95.9%; 2007-2008: 90.0%; 2008-2009: 82.5%

2497/2500

3c.5. What process is used to ensure that candidates collect and analyze data on student learning, reflect on those data, and improve student learning during clinical practice?

Candidates are required to complete a Teacher Work Sample during clinical practice which requires the collection, analysis, reflection and use of data to improve learning during clinical practice. Candidates demonstrate the professional and pedagogical knowledge, skills and dispositions through the required components of the TWS. The TWS process strongly emphasizes the interconnectedness of knowing the contextual factors that influence students, the understanding of how to meet the individual needs of students, the ability to be flexible in instructional design to make decisions that will best serve the students and the ability to carry out an assessment plan that continually monitors learning in various ways as the instruction is delivered. Thus, collection, analysis and reflection of data on student learning, along with self-evaluation, have been interwoven into clinical practice instruction.

Candidates also use assessment data to profile student learning and to communicate information about student progress and achievement. They analyze their assessment data, including pre- and post assessments and formative assessments to determine students' progress related to the learning goals. Candidates then use visual representations and narrative to communicate the performance of the whole class, subgroups and two individual students. Candidates are assessed on: 1) clarity and accuracy of presentation; 2) alignment with learning goals; 3) interpretation of data and 4) evidence of impact on student learning.

1527/2500

3c.6. How does the unit ensure that all candidates have field experiences or clinical practice that includes students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups?

Field experiences and clinical practice are designed to provide candidates systematic and extensive learning experiences within diverse school placement settings. Harris-Stowe field experiences and clinical practice are designed to enhance the cognitive, ethical and professional development of teacher candidates and their ability to effectively teach in a diverse society. [\(Exhibit 3b.4 Descriptions of field experiences in programs for initial and advanced teacher candidates and other school professional\)](#)

Candidates are placed in field experiences and clinical practice sites that offer them wide exposure to students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups. Records, kept by the Coordinator of Early and Mid-Tier Field Experiences, in the candidate's folder in the Teacher Education Department, contain specific information regarding each field experience and the diverse populations served in that experience. The Coordinator of Student Teaching considers these records to ensure that each subsequent placement can seek to provide additional opportunities for work with students with exceptionalities and students from diverse ethnic/racial, linguistic, gender and socioeconomic groups. At the time of student teaching placement, the Supervisor of Student Teaching determines the best fit for each candidate, ensuring that each candidate is given opportunities for working with students from diverse groups.

Because the faculty members of the unit believe that all children can learn candidates are encouraged to demonstrate specific accommodations for diverse populations of children. All aspects of diversity are addressed in the field experiences and clinical practice and evaluated through the TWS artifacts of the candidates. [\(Exhibit 3c.10 Summary results of candidate assessments upon entering and exiting field experiences\)](#)

1907/3000

3c.7. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the development and demonstration of knowledge, skills, and professional dispositions for helping all students learn may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Optional

1. What does your unit do particularly well related to Standard 3?

Since the adoption and implementation of the Teacher Work Sample in Fall 2006, the unit, and its P-12 partners have developed a significant degree of clarity and consensus in the design, delivery and evaluation of field experience and clinical practice. The unit has developed TWS rubrics for each of the programs, utilizing the standards required by the SPAs for the indicators of the rubrics. This enables the unit to assure that the standards are being met during student teaching and where applicable in field experiences. The TWS process clearly emphasizes (1) candidates' development of effective teaching competence in actual school settings and (2) candidates' competence for helping students learn.

The unit also maintains relationships with schools that offer diverse placements for candidates and continues to seek opportunities for its candidates that provide realistic teaching experiences. For example, the unit recently paired with a new alternative school, Innovative Concepts Academy, developed and chartered by a local juvenile court judge, Judge Jimmy Edwards. This school is designed to meet the educational needs of students who have been dismissed from their school districts due to behavior problems and provide them with the support and resources that will help them become successful. This required academic placement allows these youth to

continue their education until they are able to reenter their original schools. These placements allow candidates to become “*effective teachers for a diverse society*” as they stretch to teach students who some feel are unteachable.

1597/2000

2. What research related to Standard 3 is being conducted by the unit or its faculty?

Currently data is being collected by the EDUC 0368II Pre-Student Teaching Literacy Area Practicum faculty members to determine if strategy recommendations from candidates are being utilized to help reading improvement with struggling readers in grades four and five. Students who are evaluated and assessed by the candidates are followed for reading difficulties and improvement in subsequent semesters. The student records are kept at the university by the Coordinator of the Special Reading Program. Results of candidates’ informal reading inventories and observations are recorded along with their recommendations for improvement of the particular reading difficulty of each fourth or fifth grade student who has been assessed. Names of fourth and fifth grade students are not available to candidates, but their progress is followed through dialogue with the subsequent elementary teacher at the partner school and by identification of the various strategies that were used with each individual student. Success or lack of success of specific reading instructional strategies is followed for identification of frequency of implementation in relation to success. Frequency of the occurrence among cohorts of reading difficulties is also being followed in relation to instruction in background information and vocabulary development. This data will be used to develop a curriculum to provide tutoring and summer reading camps for elementary students.

1454/2000

STANDARD 4: DIVERSITY

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty; candidates; and students in P-12 schools.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

4a. Design, Implementation, and Evaluation of Curriculum and Experiences

4a.1. What proficiencies related to diversity are candidates expected to develop and demonstrate?

The conceptual framework, “*Effective Teachers for a Diverse Society*,” incorporates the theories, research and MoSTEP standards which support diversity as one of the dispositions the unit expects candidates to develop and demonstrate. Faculty members emphasize and provide experiences where each candidate has the opportunity to demonstrate the following proficiencies related to diversity:

1. Candidate expresses the beliefs that all students *can learn, will learn and differ* in their approaches to learning, and that all instruction should adapt to the learning experiences of diverse learners.
2. Candidate demonstrates ways of maximizing positive aspects of diversity and engaging in developmental processes to address students’ different learning styles, abilities and interests.
3. Candidate demonstrates the ability to actively engage learners, meaningfully assess all students *equitably (fairly)* and modify strategies to become more inclusive and accurate.

Candidates’ demonstration of the awareness of diversity is assessed on a scale of one to five, where one represents very little preparation and five demonstrates exceptional preparation. [\(Exhibit 4a.1 Curriculum components that address diversity issues\)](#) [\(Exhibit 4a.2 List of proficiencies related to diversity that candidates are expected to develop\)](#)

1150/3500

4a.2. What required coursework and experiences enable teacher candidates and candidates for other school professional roles to develop:

awareness of the importance of diversity in teaching and learning; and

the knowledge, skills, and professional dispositions to adapt instruction and/or services for diverse populations, including linguistically and culturally diverse students and students with exceptionalities?

In compliance with the DESE Program Curriculum articulation, candidates must meet competencies to work with at-risk, English Language Learners (ELL), LD, ED/BD and Gifted P-12 students. Differentiated Instruction for these students related to educational and mental health issues such as class-within class, co and team teaching models are integrated into every professional level course offered in the unit. The unit begins to provide candidates with the knowledge and awareness of diversity from their first education course, Foundations of Education, and continues throughout their programs of study. Examples of professional level courses offered in the four degree programs that address diversity include, but are not limited to: [\(Exhibit 6 Syllabi for professional education courses\)](#)

Early Childhood Education:

EDUC 0318 – Human Relations and Cultural Diversity in Teaching and Learning: The goal of this course is for candidates to develop an appreciation of the diversity in families, schools and communities in a global society and for them to be able to utilize these differences positively in the education of all young children. Candidates engage in a literature search via websites/online resources to review social and cultural conditions that influence education. Candidates then reflect on the impact of diversity on teaching and learning.

EDUC 0416 – Family Involvement/Parents as Teachers: In this course candidates are prepared to promote individually, developmentally and culturally appropriate assessment and instructional practices for all young children in natural learning environments that plan and study family diversity. One assignment includes the reading of a book that tells the story of another culture or group of individuals unfamiliar to the candidate. A reflective book report is written by the candidate to illustrate the differences between the cultures and how this knowledge of a new culture affects interactions with and among families.

Elementary Education:

EDUC 0326 – Reading Correction and Remediation: In this course, candidates work with an individual student who has been identified by the cooperating teacher as having reading difficulties. The candidate administers an informal reading inventory to determine the type of reading difficulty and prescribes a plan for improvement of reading based on the individual inventory. The candidate is made aware that not all students learn the same way or in the same amount of time; therefore, the diagnostic and remediation plan is developed to meet the needs of the individual student. Through encouragement and individualized planning, the student makes progress toward reading improvement.

Middle School Education:

EDUC 0347B – Middle and Secondary Content Area Reading: Candidates develop techniques to foster activity inquiry, collaboration and supportive interaction in the middle and

secondary classroom in a diverse classroom situation. Diversity in this course, is not limited to race/ethnicity or gender, but encompasses sociocultural, linguistic, learning styles and physical differences. Candidates develop a three-week thematic unit within their subject matter area, but they must include accommodations and differentiated instruction for all students to demonstrate the belief that all students can learn. They are required to include various activities and learning strategies that will meet the individual needs of their students. Since this is not a field experience course, candidates must consider a wide range of possible differences that may be encountered in a classroom.

PSY 0312 – Psychology & Education of the Exceptional Child: In this course, candidates reflect on the concept of inclusion and whether it benefits all students. They also examine their personal philosophies of teaching as it relates to individuals with exceptionalities. Candidates are also asked to relate their own thoughts with research and trends in teaching concerning the exceptional child.

Secondary School Education:

EDUC 0347B Middle and Secondary Content Area Reading: See course description above.

PSY 0312 – Psychology & Education of the Exceptional Child: See course description above.

In addition to the above listed courses, candidates are placed in environments where they must work with diverse populations of students throughout their entire field experience. Placements are strategically assigned to ensure that candidates are exposed to a different type of diversity in each placement. Candidates' mid-tier field experiences enable them to appreciate the emerging social fabric of diversity in a global society and help them become experts in using culturally responsive pedagogy for teaching P-12 students. Finally, candidates integrate all their acquired knowledge and skills related to diversity during their Student Teaching and document all their experiences regarding diversity in their Teacher Work Samples (TWS).

4976/5000

4a.3. What key assessments provide evidence about candidates' proficiencies related to diversity? How are candidates performing on these assessments?

The following key assessments provide evidence about candidates' proficiencies related to diversity:

1. Teacher Work Sample
2. Student Teaching Summative Evaluation
3. Graduate Survey
4. Employer Evaluation

The Teacher Work Sample is evaluated at the completion of student teaching. Candidates are rated on each of the nine components of the TWS, which are related to the SPA, state and TED standards. Candidates are assessed on diversity on a range of (0) to (3): (0) = Indicator Not Met,

(1) = Indicator Minimally Met (2) = Indicator Partially Met and (3) = Indicator Met. The percentage of ratings for each year at (3) is as follows:

Demonstrates knowledge of students' varied approaches to learning (Diversity): 2006-2007: (n=33) 57.6%; 2007-2008: (n=30) 63.3%; 2008-2009: (n=45) 60.0%.

Provides clear criteria and standards for performance (Diversity): 2006-2007: (n=33) 81.8%; 2007-2008: (n=30) 63.3%; 2008-2009: (n=45) 73.3%

Uses multiple modes and approaches (Diversity): 2006-2007: (n=33) 81.8%; 2007-2008: (n=30) 63.3%; 2008-2009: (n=45) 68.9%

Makes adaptations based on the individual needs of students (Diversity): 2006-2007: (n=33) 72.7%; 2007-2008: (n=30) 50.0%; 2008-2009: (n=45) 53.3%

Makes modifications based on analysis of student performance (Diversity): 2006-2007: (n=33) 78.8%; 2007-2008: (n=30) 63.3%; 2008-2009: (n=45) 66.7%

Through the use of the Student Teaching Summative Evaluation, the candidate is assessed on the disposition of diversity on a 4-point scale which includes (N) = Not observed, (1) = Needs Improvement, (2) Progressing, (3) = Meets Expectations, (4) = Exceeds Expectations. The following data showing the percentage of candidates who were rated at (3) or (4) are disaggregated by year:

Accepts and provides for individual differences (Diversity): 2006-2007: (n=49) 83.7%; 2007-2008: (n=40) 85.0%; 2008-2009: (n=40) 90.0%

Graduates were asked to rate their ability to demonstrate the diversity on a range of (1) to (5): (1) = Poor and (5) = Excellent. The following data indicates the percentage of graduates rating at (4) or (5):

Creates instructional activities that are adapted to diverse learners: 2006-2007: (n=11 of 40) (RR=27.5%): 90.9%; 2007-2008: (n=14 of 53) (RR=26.4%): 78.6%; and 2008-2009: (n=35 of 52) (RR=67.3%) 73.6%

Understands how students learn and develop: 2006-2007: (n=12 of 40) (RR=30.0%) 91.7%; 2007-2008: (n=14 of 53) (RR=26.4%): 92.9%; and 2008-2009: (n=35 of 52) (RR=67.3%): 80.0%

Principals were asked to rate each graduate's ability to demonstrate the following skills on a range of (1) to (5): (1) = Poor and (5) = Excellent. The following data indicates the percentage of principals who rated the graduates at (4) or (5):

Creates instructional activities that are adapted to diverse learners: 2006-2007: (n=26 of 40) (RR=65.0%): 73.1%; 2007-2008: (n=22 of 53) (RR=41.5%): 90.9%; and 2008-2009: (n=2 of 52) (RR=3.8%) 100.0%

Understand how students learn and develop: 2006-2007: (n=25 of 40) (RR=62.5%): 76.0%; 2007-2008: (n=22 of 53) (RR=41.5%): 95.5%; and 2008-2009: (n=2 of 52) (RR=3.8%): 100% ([Exhibit 4a.3 Assessment instruments and scoring guides related to diversity](#)) ([Exhibit 4a.4 Summary of data from assessments of candidate performance related to diversity](#))

3222/3500

4a.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to diversity proficiencies and assessments may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

4b. Experiences Working with Diverse Faculty

4b.1. What opportunities do candidates (including candidates at off-campus sites and/or in distance learning or alternate route programs) have to interact with higher education and/or school-based faculty from diverse groups?

All candidates complete coursework with faculty from diverse backgrounds in general education, content area and pedagogical studies. The diversity of the institution is demonstrated by the percentages of faculty members from diverse groups: 35% White, non-Hispanic, 59% Black, non-Hispanic, 3% Hispanic, and 4% Other nationalities/ethnicities. The diversity of the unit is demonstrated in the percentages of faculty members from diverse groups: 13% White, non-Hispanic, 80% Black, non-Hispanic and 7% Other nationalities/ethnicities. Faculty members have diverse areas of expertise and a variety of educational experiences from diverse types of institutions globally, such as land grant universities, private religious institutions, HBCUs and highly selective foreign academies. Faculty members also range in years of experience and age, scope of professional and personal accomplishments and differing geographic backgrounds. Candidates are mandated to attend bi-annual (Fall & Spring) Professional Development Seminars to enhance their professional competencies and interact with university faculty and/or school-based faculty who present sessions addressing multicultural activities/events/traditions during the seminars. ([Exhibit 4b.5 Unit policies, practices, and/or procedures that facilitate experiences with faculty from diverse groups](#))

1343/3000

4b.2. What knowledge and experiences do faculty have related to preparing candidates to work with students from diverse groups?

The unit's full-time and adjunct faculty members have a variety of professional academic background, knowledge base and extensive personal and academic experiences for the academic and professional preparation of traditional and non-traditional candidates to work with P-12 students from diverse groups. One full-time faculty member, a former principal, has conducted diversity training seminars for the SLPS and the student teachers. Another faculty member has conducted workshops at several state and national conferences related to meeting the needs of

the African American urban student while also reaching those who are of some other racial/ethnic group. Some of the faculty members have extensive experiences as school principals in rural, urban and metropolitan schools. The majority of unit faculty members engage in extensive professional development and community activities related to teaching diverse student groups and their families. They participate in international, national and statewide professional activities as speakers and participants. They are periodically present in local, state and national annual conferences and conduct on-site workshops. Two faculty members traveled to Wuhan, China to present a session on urban education and returned to present to the Harris-Stowe faculty on the Chinese schools they visited. Two other faculty members traveled to Hawaii to attend an international reading conference and to visit the King Kamehameha School and to meet with the reading instructors from the University of Hawaii concerning the development of a literacy center for under-prepared college students. Unit faculty members are also actively involved with interdisciplinary Harris-Stowe Institutional Committees and chair some institutional meetings.

1784/2000

4b.3. How diverse are the faculty members who work with education candidates?
[Diversity characteristics in addition to those in Table 8 can also be presented and/or discussed, if data are available, in response to other prompts for this element.] Please complete Table 8 or upload your own table at Prompt 4b.5 below.

Table 8
Faculty Demographics
(Exhibit 4b.6 Demographic on diversity of faculty, including but not limited to race/ethnicity and gender).

	Prof. Ed. Faculty Who Teach Only in Initial Teacher Preparation Programs n (%)	Prof. Ed. Faculty Who Teach Only in Advanced Programs n (%)	Prof. Ed. Faculty Who Teach in Both Initial Teacher Preparation & Advanced Programs n (%)	All Faculty in the Institution n (%)	School-based faculty n (%)
American Indian or Alaska Native	0 (0.00%)	N/A since there are no advanced programs.		0 (0.00%)	0 (0.00%)
Asian	0 (0.00%)			5 (2.65%)	0 (0.00%)
Black or African American, non-Hispanic	25 (80.60%)			110 (58.50%)	13 (43.33%)
Native Hawaiian or Other Pacific Islander	0 (0.00%)			0 (0.00%)	0 (0.00%)

Hispanic or Latino	0	(0.00%)			5	(2.65%)	0	(0.00%)
White, non-Hispanic	4	(12.90%)			66	(35.10%)	14	(46.67%)
Two or more races	0	(0.00%)			0	(0.00%)	0	(0.00%)
Other	2	(6.50%)			2	(1.10%)	0	(0.00%)
Race/ethnicity unknown	0	(0.00%)			0	(0.00%)	3	(10.00%)
Total	31	(100.00%)			188	(100.00%)	30	(100.00%)
Female	25	(80.65%)			104	(55.32%)	5	(16.67%)
Male	6	(19.35%)			84	(44.68%)	25	(83.33%)
Total	31	(100.00%)			188	(100.00%)	30	(100.00%)

4b.4. What efforts does the unit make to recruit and retain a diverse faculty?

When position vacancies arise, the unit works with the Human Resources Department to advertise the vacancy in local, regional and national print media including the St. Louis-Post Dispatch, St. Louis American, St. Louis Sentinel, Limelight, St. Louis Argus, Chronicles of Higher Education, Diverse Issues in Higher Education and the Journal of Teacher Education. Vacancies are also placed on organizational websites including: NCATE, American Association of Colleges for Teacher Education (AACTE) and the Higher Education Recruitment Consortium (HERC). In addition, vacancies are posted on the Human Resources bulletin board and website, and email alerts are sent to all faculty and staff members. ([Exhibit 4b.7 Policies and practices for recruiting and retaining a diverse faculty](#)).

Retention efforts are focused on three main areas:

1. Mentorship – Each new unit faculty member receives a mentor in the unit for orientation and assistance with instruction on university and unit policies and procedures.
2. University and unit involvement – The unit ensures that all faculty members remain informed of university and department procedures, policies and events through email announcements, bi-annual faculty institute meetings and monthly Faculty and Professional Staff Meetings. Faculty members also participate in, and lead (in some cases), university-wide committees.
3. Professional development – Faculty members are encouraged to participate in professional development activities such as technology trainings offered by the university and are offered financial support to attend conferences, trainings and professional meetings that are offered outside the university.

The last three faculty members to leave due to retirement or transition included two African-American females and one white, non-Hispanic male. They were replaced by one African-American female, one Egyptian female and one African-American male.

4b.5. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to faculty diversity may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

4c. Experiences Working with Diverse Candidates

***4c.1. What opportunities do candidates (including candidates at off-campus sites and/or in distance learning or alternate route programs) have to interact with candidates from diverse groups?**

Harris-Stowe's student body is 0.11% American Indian or Alaskan Native, 0.11% Asian, 91.15% Black (non-Hispanic), 0.58% Hispanic, 7.37% White (non-Hispanic) and 0.58% Other. Thus candidates regularly interact with other candidates from diverse groups in their classrooms and extracurricular activities. Candidates are also encouraged to attend the campus activities which are attended by the institution's diverse student populations to expose them to a variety of cultural experiences (i.e., Homecoming Parade and Activities, Campus Theater, Concert Chorale performances, Talent Shows, the annual Martin Luther King, Jr. Statewide Kick-Off Celebration, intercollegiate athletic, academic events, etc). For example, Homecoming activities are attended by the institution's athletes, many of whom are White or students of Other nationalities/ethnicities. Unit candidates support these activities every year through participation in the Homecoming Parade and Homecoming Pep Rally. In addition, unit faculty members routinely plan forums and formal events to encourage candidate interaction with peers from diverse groups. One of the multi-purpose community activities the faculty encourage the candidates to participate in is TEACH (Together Educating Active Community Helpers). TEACH is a student organization that involves candidates in service learning projects that enable candidates to: interact with professionals from community organizations, participate with parents and children and find ways to help others by giving back to the community. Activities include:

1. **Jumpstart's Read for the Record-** All campus students are invited to participate in a national day of reading. This event involves participation from teacher candidates and non-teacher candidates, as well as campus faculty, staff, and community members. 2007 and 2008
2. **Kids in Cars, Guest Speaker-** Sponsored by the Teacher Education TEACH organization, all students were invited to hear a guest speaker and spread the awareness of the dangers of leaving children unattended in vehicles. 2007
3. **Southeast Regional Association for Teacher Educators (SRATE) Conference** – Five candidates attended this conference with two unit faculty members and interacted with other teacher candidates from the southeast region of the country including rural, metropolitan and urban settings. 2008
4. **Book Fair to send books to school damaged by Hurricane Katrina-** Candidates were involved in organizing a campus-wide book drive to send books to schools damaged by Hurricane Katrina. Candidates worked with students in their classes and students from Saint Louis University, a predominantly white university, by setting up tables outside the

university dining hall. 2007 ([Exhibit 4c.8 Unit policies, practices, and/or procedures that facilitate experiences with candidates from diverse groups](#))

**Please note that the information in the paragraph above represents the current data on HSSU's student body that is reflected in Table 9.*

2984/3000

4c.2. How diverse are the candidates in initial teacher preparation and advanced preparation programs? [Diversity characteristics in addition to those in Table 9 can also be presented and discussed, if data are available, in other prompts of this element.] Please complete Table 9 or upload your own table at Prompt 4c.4 below.

Table 9: Candidates Demographics

	Candidates in Initial Teacher Preparation Programs n (%)	Candidates in Advanced Preparation Programs n (%)	All Students in the Institution n (%)	Diversity of Geographical Area Served by Institution ¹
American Indian or Alaskan Native	1 (0.17%)	N/A since there are no advanced programs.	2 (0.11%)	0.5%
Asian	1 (0.17%)		2 (0.11%)	1.5%
Black, non-Hispanic	529 (87.44%)		1719 (91.15%)	11.5%
Native Hawaiian or Other Pacific Islander	0 (0.00%)		0 (00.00%)	0.1%
Hispanic	4 (0.66%)		11 (0.58%)	3.2%
White, non-Hispanic	67 (11.07%)		139 (7.37%)	82.1%
Two or more races	0 (0.00%)		0 (0.00%)	1.4%
Other	1 (0.17%)		11 (0.58%)	9.3%
<u>Race/ethnicity Unknown</u>	2 (0.33%)		2 (0.11%)	0.4%
Total	605 (100.00%)		1886 (100.00%)	100%
Female	461 (76.20%)		1257 (66.65%)	51.1%
Male	144 (23.80%)		629 (33.35%)	48.9%
Total	605 (100.00%)		1886 (100.00%)	100%

¹ Data provided by the U.S. Census Bureau for the State of Missouri

4c.3. What efforts does the unit make to recruit and retain candidates from diverse groups?

Recruitment: In order to ensure the diversity of each entering class, the Office of Admissions recruits from high schools and junior colleges that serve diverse student populations throughout the metropolitan Saint Louis area (which includes Madison, Monroe and Saint Clair, IL counties), and in the states of Kansas, Oklahoma and Illinois.

At the beginning of each term the unit receives a list of newly enrolled students who have identified Teacher Education as their area of interest, and a list of students who have not yet chosen a major. The Office of Retention also hosts an academic fair on campus which unit faculty members attend in order to recruit currently enrolled students. The unit also benefits from a \$2.5 million grant from the National Science Foundation which is designed to recruit and retain students of color who will become math and science teachers. **(Exhibit 4d.11 Unit policies, practices, and/or procedures that facilitate experiences with students from diverse groups) (4c.10 Policies and practices for recruiting and retaining diverse candidates)**

Retention: The unit is also supported by Academic Support Programs, which provides tutoring assistance in all subject areas. In addition, Academic Support Programs has a specific program designed to increase candidates' ability to pass the professional level writing examination, which is a requirement for program admission. C-BASE workshops are provided to help students gain entry into the professional level courses, and PRAXIS workshops were provided (until the grant that funded them expired) to assist students in passing the PRAXIS exam.

The Retention Office institutes retention contracts for students who need additional help. Students who are placed on retention contracts must see the retention counselor monthly and have progress reports completed by each of their faculty members. **(Exhibit 4c.9 Demographics of candidates, including but not limited to race/ethnicity, gender, and socioeconomic status)**

1993/2000

4c.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to candidate diversity may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

4d. Experiences Working with Diverse Students in P-12 Schools

4d.1. How does the unit ensure that candidates develop and practice knowledge, skills, and professional dispositions related to diversity during their field experiences and clinical practice?

Candidate development and practice of the knowledge, skills and professional dispositions related to diversity are encouraged by exposing candidates to different diverse populations with each placement. Candidates are placed in field experiences and clinical practice sites that offer them wide exposure to students with exceptionalities and students from diverse ethnic/racial, linguistic, gender and socioeconomic groups. Records, kept by the Coordinator of Field Experience, indicate the type of field experiences undertaken, with specific information

regarding the diverse populations served, so that each subsequent placement can seek to provide experience with a different population of students. At the time of student teaching placement, the Coordinator of Student Teaching determines the best fit for each candidate, ensuring that each candidate is given opportunities to work with students from diverse groups who are different from his/her previous experiences.

All aspects of diversity are addressed in the field experiences and clinical practice components of the program and are evaluated through the TWS, lesson plans and evaluations by university supervisors and cooperating teachers. Candidates are assessed on their knowledge, skills and professional dispositions related to diversity as embedded in the objectives of professional level courses. For example, the TWS requires candidates to explain the contextual factors of the placement site and address these factors as they present their lessons. They are also required to assess the P-12 students with whom they work and analyze their impact on student learning. Candidates are also required to show in their assignments how they use inclusionary strategies to meet the individual needs of the P-12 students fairly. They are also required to demonstrate, (and are assessed on their ability to demonstrate) the belief that all students can learn with differentiated instruction that benefits the diverse students in their classrooms. **(Exhibit 4d.12 Demographics of the student population in the schools in which candidates are placed, including but not limited to race/ethnicity, gender, socioeconomic status, English language learners and students with disabilities)**

2006/2500

4d.2. How diverse are the P-12 students in the settings in which candidates participate in field experiences and clinical practice? Please complete Table 10 or upload your own table at Prompt 4d.4 below. [Although NCATE encourages institutions to report the data available for each school used for clinical practice, units may not have these data available by school. If the unit uses more than 20 schools for clinical practice, school district data may be substituted for school data in the table below. In addition, data may be reported for other schools in which field experiences, but not clinical practice, occur. Please indicate where this is the case.]

Table 10
Demographics on Sites for in Initial Clinical Practice and Advance Programs

**Data based on MCDC Demographic Profile, 2000 Census Data*

Name of School District	Amer. Indian or Alaskan Native	Asian	Black, Non-Hispanic	Native Hawaiian or Other Pacific Islander	Hispanic	White, Non-Hispanic	Other	Race/ethnicity unknown	Students Receiving Free/Price	English Language Learners	Student With Disability
St. Louis Public (City)	0.3%	2.3%	81.0%	0.0%	2.7%	13.7%	0.8%	0.0%	68.7%	4.9%	20.16
Ferguson-Florissant	0.1%	0.8%	78.2%	0.0%	1.3%	19.5%	0.4%	0.0%	63.6%	1.0%	26.27%
Pattonville	0.4%	4.4%	27.7%	0.1%	5.8%	61.7%	0.7%	0.0%	36.1%	3.8%	23.71%
Parkway	0.2%	11.0%	10.6%	0.1%	2.4%	70.4%	0.4%	0.0%	17.0%	3.9%	17.89%
Jennings	0.0%	0.4%	99.2%	0.0%	0.0%	0.8%	0.4%	0.0%	71.7%	1.3%	17.72%
Normandy	0.0%	0.0%	98.4%	0.0%	0.3%	1.3%	0.6%	0.0%	83.0%	2.2%	12.47%
University City	0.4%	1.5	84.8%	0.0%	1.3%	12.0%	0.5%	0.0%	59.3%	3.7%	17.36
Wellston	0.0%	0.0%	100.0%	0.2%	0.0%	0.0%	0.0%	0.0%	91.6%	0.1%	17.11%
Special School District (County)	8.0%	1.0%	47.2%	0.0%	1.2%	50.4%	*	0.0%	36.2%	*	62.28%
Rockwood	0.2%	5.1%	10.3%	0.0%	1.8%	82.7%	0.4%	0.0%	12.7%	1.6%	23.04%
Mehlville	0.1%	2.6%	10.6%	0.0%	1.4%	85.3%	0.3%	0.0%	22.2%	2.4%	21.39%
Ritenour	0.5%	2.5%	39.2%	0.0%	11.3%	46.5%	1.1%	0.0%	68.3%	2.9%	13.38%

4d.3. How does the unit ensure that candidates use feedback from peers and supervisors to reflect on their skills in working with students from diverse groups?

The unit ensures that candidates use feedback from peers, cooperating teachers and university supervisors to reflect on their skills in working with students from diverse groups by requiring reflection and self-evaluation of candidates in their practicum courses and clinical practice during “debriefing” sessions conducted by university faculty. In the debriefing sessions for practicum courses, candidates are encouraged to discuss issues, incidents and gleanings from their experiences that relate to their work with diverse groups. Then the candidates write their reflections and self-evaluations based on their own perceptions of the events and the suggestions offered by their peers and instructors.

In the student teaching setting, following the lesson, a debriefing session and evaluation conference is held with the student teacher, cooperating teacher and university supervisor where topics related to diversity are discussed.

With the use of the TWS, candidates learn to internalize the connections between the contextual factors, plan for instruction, instructional decision-making, classroom management and analysis of student learning. Incorporating the teacher roles and the four dispositions into these components of the TWS, enables the candidates to visualize and better understand how every action that they take in the classroom impacts the diverse population of students. The reflection

and self-evaluation are discussed with the university supervisor and/or practicum instructor to clarify the issues and related concerns addressed in the reflection.

1573/2000

4d.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the diversity of P-12 students in schools in which education candidates do their field experiences and clinical practice may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Optional

1. What does your unit do particularly well related to Standard 4?

One of Harris-Stowe's strengths lies within the diversity of our student population. Harris-Stowe has the largest Black male population of all four-year institutions in the state of Missouri. Aligned with the mission of the university, Harris-Stowe has made great steps to strengthen its recruitment and retention efforts, thus being one of the leading producers of minority candidates not only in teacher education, but in various business sectors as well.

As stated previously, Harris-Stowe has received a \$2.5 million grant to increase the number of diverse candidates in the fields of mathematics and science education. This grant has allowed Harris-Stowe to provide a five-week summer residential academy in which 46 first-time, full-time students were able to strengthen their math, science, and literacy skills. Full-time and part-time unit faculty served as instructors for this program. As a result of this program, over 85% of these first-time freshmen have been retained. In addition, over 33% of these students have achieved a GPA of 3.0 and 55% have achieved a GPA of 2.0.

The unit also participates in the Professional Development School Collaborative as a member of the National Network for Educational Renewal (NNER) with Shepard e-Mints Academy and Maryville University, a predominantly white, Catholic institution. This partnership serves as one of only 26 sites across the nation. Harris-Stowe State University was the 13th site established in 1993. By meeting regularly throughout the academic year for planning and assessment, the unit engages in the simultaneous renewal of higher education and P-12 partnering for the improvement of public school education with diverse partners. ([Exhibit 4d.13 Professional Development School Reports](#))

1756/2000

2. What research related to Standard 4 is being conducted by the unit or its faculty?

Several faculty members have taken an interest in studies that involve working with diverse candidates and the preparation necessary to teach in diverse settings. For example, two members of the faculty participated in a research collaborative with faculty members from Maryville University. As a result of this collaboration they developed a presentation, *A comparative*

analysis of the impact of culturally responsive leadership on the resiliency success of urban school children, which was presented May 17, 2008 in Wuhan, China.

This team continues to collaborate on topics that involve culturally responsive pedagogy and will continue to develop, present and disseminate their work.

687/2000

**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.

[In this section the unit must include the professional education faculty in (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

5a. Qualified Faculty

5a.1. What are the qualifications of the full- and part-time professional education faculty (e.g., earned degrees, experience, and expertise)? Please complete Table 11 or upload your own table at Prompt 5a.5 below. [Professional Education Faculty information compiled by AIMS from earlier reports submitted for the national review of programs and updated by your institution (see Manage Faculty Information page in your AIMS workspace) can be imported into Table 11. For further guidance on completing this table, see the directions provided below (select link "click here") as well as in the Help document (click on "Help" in the upper right corner of your screen.)

**Table 11
Faculty Qualification Summary
(For Faculty as of Fall 2009)
(Exhibit 5a.1 Summary of faculty qualifications and assignments)**

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track	Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or Other Professional Experience in P-12 Schools
Abdel-Kader, Shereen	PhD, Early Childhood Education, Pennsylvania State University	Early Childhood Faculty	Assistant Professor	No	Editorial board member and article reviewer, Mid-Western Educational Research Association Journal 2009 Heartspring Award for Creativity and	Lead Teacher, Infant and Toddler Program

					Innovation in Special Education Proposal Review Committee Member, National Science Foundation	
Anderson, Reynaldo	PhD, Communication, University of Nebraska-Lincoln	Secondary English Faculty	Assistant Professor	No	Executive Board Member, Missouri Arts Council Board of Directors, Imagine Charter Schools Bovier-Brown, R., Anderson, R., Smith-Anderson, S. (2008). <i>A Comparative Analysis of Culturally Responsive Leadership on Resiliency Success of Urban School Children</i> . Paper Collection, International Conference on Educational Renewal and School Development in an era of Cultural Diversity. Huazhong Normal University, Wuhan, China	Teacher, Middle School (Language Arts)
Akca, Zeynep	PhD, Psychology, University of Missouri - Columbia	Psychology Faculty	Associate Professor	Yes	Title: Maryville University-HSSU-St. Louis Public Schools Urban/Suburban Collaborative initiating a Graduate program named <i>Superintendent Scholar</i> Participated in	Clinician

					<p>team presentation of the Program at NNER Annual Conference at Charleston, W Virginia. (October 2-4, 2007)</p> <p>NCATE Institutional Report Writing Team Member (2009)</p>	
Bovier-Brown, Racquel	PhD, Educational Leadership/ Educational Administration, Saint Louis University	Education Faculty	Assistant Professor	Yes	<p>Bovier-Brown, R., Anderson, R., Smith-Anderson, S. (2008). <i>A Comparative Analysis of Culturally Responsive Leadership on Resiliency Success of Urban School Children</i>. Paper Collection, International Conference on Educational Renewal and School Development in an era of Cultural Diversity. Huazhong Normal University, Wuhan, China</p> <p>Faculty Advisor, Student National Education Association (NEA)</p> <p>Coordinator, Harris-Stowe State University Summer Academy for University Preparation (2009)</p>	Teacher, Elementary School
Brandewiede, Linda	MS, Education, University of Missouri –	Elementary Faculty	Adjunct	No	Professional Development Workshop	Teacher, Elementary and Middle School

	St. Louis				Presenter (2006-2008), (Differentiated Instruction, Data-Driven Instruction, Power of Vocabulary Instruction) , Gateway Elementary School	Orthopedically and Health Impaired Principal, Elementary School Teacher, Elementary School Literacy Coach, Elementary School
Boyd, Karen	MFA, Photography, Washington University	Art Methods Faculty	Adjunct	No	Featured Artist, 2009 Harris Stowe Faculty and Student Exhibition, St. Louis, MO Featured Artist, 2008 Contemporary Art Museum, Collaborative Show/Outreach Program, St. Louis, MO Featured Artist, 2007 St. Louis Public Schools Faculty Art Exhibition, St. Louis, MO	Teacher, High School (Art) Department Head, High School (Media Department) Teacher, High School (Photography) Media Specialist/ Lab Technician, High School
Carter, Malon	EdD, Mathematics Education, University of Tennessee - Knoxville	Middle/ Secondary Math Faculty	Adjunct	No	Instructor, NSF Undergraduate Science and Math Summer Academy Instructor, Tom Joyner Praxis Preparation Program	Teacher, High School (Mathematics)
Cecil, Harry	MA, Choral Conducting, University of Missouri - Columbia	Music Methods Faculty	Adjunct	No	Member, American Choral Directors Association	Teacher, High School (Music)
Charleston, Carmen	EdD, Educational Studies, St. Louis	Reading Faculty	Adjunct	No	Writing lab specialist, Farragut Elementary School	Teacher, Elementary School

	University					Literacy Coach/ Specialist, Elementary School Instructional Coordinator, Elementary School
Chatwell, Yvonne	MS, Education, Saint Louis University	Student Teacher Supervisor	Adjunct	No	Past President, HSSU Alumni Association Contributor, NCATE Mathematics Reports	Teacher, High School (Mathematics and English)
Dwellingham, Barbara	MS, Education, Maryville University	Student Teacher Coordinator	Adjunct	No	Member, Clinical Field Experience Coordinating Team Member, Performance Based Portfolio Assessment Committee Member, NCATE Early Childhood Education Report Committee	Teacher, K-12 (Special Education) Education Resource Teacher (ERT), K-12
Ealy, Robert	MS, Science Education, University of Illinois- Champagne	Middle/ Secondary Science Methods Faculty	Instructor	No	Presenter, <i>Teaching Global Warming in the Classroom</i> , National Network for Educational Renewal (NNER), October 2007 Coordinator, <i>Global Warming Implementation Project</i> , Professional Development School Partnership Presented at the Association for Science Teacher Educators Conference (ASTE), January	Teacher, Middle School (Science)

					2010	
Fore, Jerome	PhD, Special Education, Alabama State University	Special Education Faculty	Assistant Professor	Yes	<p>Stone, R., Boon, R., Fore III, C. & Bender, W. (2009). Use of text maps to improve reading comprehension skills among students in high school with emotional and behavioral disorders. Behavioral Disorders.</p> <p>Fore III, C., Boon, R., & Martin, C. (2009). Identifying and validating curriculum-based measurement for students with emotional and behavioral disorders in middle school. Journal of Effective Intervention.</p> <p>Vandenberg, A., Boon, R., Fore III, C., & Bender, W. (2009). The effects of repeated readings on the fluency and comprehension for high school students with learning disabilities. Learning Disabilities: a Multidisciplinary Journal.</p>	Teacher K-12 Students with special needs
Guiden, Money	MA, Education, Southern Illinois	Early Childhood Faculty	Instructor	No	Facilitator, Parent Workshops w/ Partnership School	Principal, Elementary School

	University- Edwardsville				(Shepard eMINTS Academy) Chapter Counselor, HSSU Lambda Chapter, Kappa Delta Pi (2009-2010) Chairman of Platform III: Economics of the Black Family, East. St. Louis, IL (2009-2010)	Coordinator, MECCA Summer Bridges Program (Reading & Math)
Jackson, Jennifer	MA, Education, Northeast Missouri State University	Physical Education Faculty	Adjunct	No	District-wide Director of Athletics, St. Louis Public Schools	Teacher, Elementary School
Johnson, Patricia	EdD, Educational Administration and Supervision, Atlanta University	Early Childhood Director/ Coordinator	Professor	Yes	Recipient, \$35,000 ARCHS grant Presented within past three years at Early Childhood Crucial Years Conference (2), National Black Child Development Institute (2) Board Member, University City Children's Center	Director, Early Childhood Center
Johnson, Terre	MS, Education, University of Missouri – St. Louis	Student Teacher Supervisor	Adjunct	No	Created a learning environment of Student/Teacher Reading Groups as well as Teacher Reading Groups	Teacher, Elementary School Principal, Elementary School
Kleemann, Linda	PhD, Curriculum and Instruction (Literacy Development), University of Illinois - Champagne	NCATE/DESE Director & Elementary Education Faculty	Assistant Professor	Yes	President, Missouri Chapter of the Association for Childhood Education International and Missouri Unit of the Association of	Teacher, Elementary School

					<p>Teacher Educators; member of ACEI, IRA, NCTE, ASCD, and OTER</p> <p>Kleemann, L. & Wilkins, B., <i>I Know I Have Grown through Teacher Education</i>, Association for Childhood Education International Conference (2007), Tampa, FL.</p> <p>Kleemann, L., Wilkins, B., and Anderson, R., <i>Best Practices in Culturally Responsive Literacy Instruction</i>, Southeast Region of the Association of Teacher Educators Conference (2007), St. Louis, MO.</p>	
McGee, Norman	EdD, Education, St. Louis University	Middle/ Secondary Social Studies Faculty	Professor	Yes	<p>Chaired several HSSU committees in preparation for NCATE Site Review</p> <p>Wrote the Middle and Secondary School Social Studies Rejoinders for the HSSU - NCATE Site Review</p> <p>Chair, Teacher Education Assessment Committee (2009-2010)</p>	<p>Teacher, Middle/High School (Social Science)</p> <p>Assistant Superintendent</p>
Martin, Veola	EdD, Physical Education, University of	Physical Education Faculty	Assistant Professor	Yes	HSSU Teacher of the Year 2009	Teacher-Physical Education K-12

	Georgia-Athens				<p>Presenter at the Regional Professional Development Training at Quality Health and Physical Education Cadre (2009) St. Louis, MO</p> <p>Writer, DESE Cross Categorical Special Education Certification Report</p>	
Pearson, Karen	MA, Education, Lindenwood University	Early Childhood Faculty	Adjunct	No	Participated in several Professional Development Seminars with St. Louis Public Schools on implementing IEP goals	Teacher, Early Childhood
Shumpert, Paula	MA, Education, Missouri Baptist College	Psychology Faculty	Adjunct	No	<p>Trained in the Foundations of Counseling</p> <p>Trained in Individual Diagnostic and Classroom Assessment</p> <p>Trained in Transition/Career Development and Vocational Education</p>	<p>Psychological Examiner</p> <p>School Counselor, K-12</p>
Smith, LaTisha	EdD, Education, Nova Southeastern University	Dean and Elementary Education Faculty	Assistant Professor	No	<p>Board Member, Marian Middle School</p> <p>Editorial Board, Midwestern Educational Research Association (MWERA)</p> <p>Children's Book Author, "<i>Mama always knows</i>"</p>	Teacher K-12 Special Education

					<i>best</i> " (2009)	
Stewart, Monica	EdD, Education, Maryville University	Student Teacher Supervisor	Adjunct	No	Facilitator, P-12, State accreditation and reporting visits	Principal, Secondary Assistant Principal, Secondary Teacher, Elementary/ Middle School
Strawbridge, Carol	MA, Teaching, Webster University MEd, Educational Administration (Elementary), University of Missouri – St. Louis	Student Teacher Supervisor	Adjunct	No	Served on several educational committees with the public school system	Teacher Elementary School
Turner, Dorothy	MA, Education, Southern Illinois University-Edwardsville	Field Experience Coordinator	Adjunct	No	Facilitator, Missouri Middle School Association Meetings Coordinator, school partnerships	Teacher, P-12 Principal, Middle School
Tyler, Rita	MS, Education, Webster University	Student Teacher Supervisor	Adjunct	No	Member, DESE Program Report Team	Teacher, K-12 Reading Specialist, K-12
Ward, Marcia	MA, Education, Webster University	Student Teacher Supervisor	Adjunct	No	Presented TESA (Teacher Expectations/ Student Achievement) Behaviors to entire cohort of Student Teachers	Teacher, Elementary School ESL Instructor
Weatherford-Jacobs, Odesa	PhD, Educational Studies, St. Louis University	Foundations of Education Faculty	Adjunct	No	Chapter Co-Author, Equalizing the educational opportunities for African-American students: The evaluation and evolution of teacher education in <i>"Still not equal:</i>	Teacher, Middle School Substitute Teacher, K-12

					<i>expanding opportunity in global societies” (2007)</i> Board of Directors, Children’s Center for Behavioral Development	
Weaver, Hattie	MS, Education, University of Missouri-St. Louis	Computer Education Faculty	Instructor	No	Serve as teacher education technology liaison Urban Facilitator for Special Projects Campus Sponsor for Collegiate 100	Teacher, Elementary School Consultant (P-12) Mentor (P-12)
Wilkins, Beverly	MA, Education, St. Louis University	Elementary Education Faculty	Instructor	No	Treasurer, Missouri Chapter of the Association for Childhood Education International (ACEI) Member, Association for Supervision and Curriculum Development (ASCD) Member, International Reading Association (IRA)	Teacher , P-12 Principal, Early Childhood Center

5a.2. What expertise qualifies professional education faculty members who do not hold terminal degrees for their assignments?

Faculty members without terminal have decades of experience in the field of education. This intimate knowledge of the field allows faculty to offer practical wisdom that is both academically sound and highly applicable to the realities of classroom instruction. All of the unit’s faculty members have unique portfolios of professional experience which include past service on school boards, principals, classroom teachers and counselors.

Listed below are examples of the exceptional expertise of faculty without terminal degrees (Lifetime Certification in Missouri now requires at least 10 years of teaching experience and additional requirements):

1. **Brandewiede, Linda**- Lifetime certifications in several subject disciplines
2. **Boyd, Karen**- Art experience in a variety of areas including pure art, metal, sculpture, and photography
3. **Cecil, Harry**- Advanced degree in music with a background in several genres
4. **Chatwell, Yvonne**- Five lifetime certifications in various disciplines
5. **Dwellingham, Barbara**- Lifetime certification in elementary and special education
6. **Ealy, Robert**- Over three decades of experience in science education
7. **Guiden, Money**- Lifetime Teaching and Administration Certification
8. **Jackson, Jennifer**- Lifetime certification in elementary education and secondary physical education
9. **Johnson, Terre**- Five lifetime certifications in various disciplines
10. **Pearson, Karen**- 16 years teaching Pre-K and elementary students
11. **Shumpert, Paula**- Certification in elementary and secondary (K-12) school counseling
12. **Strawbridge, Carol**- Lifetime certification in elementary, English, and social studies
13. **Turner, Dorothy**- Lifetime certifications in secondary administration
14. **Tyler, Rita**- Lifetime certifications in elementary and special reading
15. **Ward, Marcia**- Lifetime certifications in secondary administration and English
16. **Weaver, Hattie**- Lifetime elementary certification
17. **Wilkins, Beverly**- Seven lifetime certifications in various disciplines

1996/2000

5a.3. How many of the school-based faculty members are licensed in the areas they teach or are supervising? How does the unit ensure that school-based faculty members are adequately licensed?

100% of unit faculty members are licensed in the areas they teach and supervise. During the Spring 2009 semester, 32 Cooperating Teachers supervised Harris-Stowe candidates and during Fall 2009, 35 Cooperating Teachers supervised Harris-Stowe candidates, 100% of whom are licensed in the areas they supervised.

Each Cooperating Teacher is selected by his/her building principal and submits a Verification of Participation and a Cooperating Teacher Data Form which are used to confirm licensure. These forms indicate personal information and certification information. Upon completion of these forms by the teacher, the principal verifies accuracy and also signs the forms. In addition, the unit verifies certification status with the Missouri Department of Elementary and Secondary Education certification website based upon the information provided on the Teacher Data Form. This website identifies the recognized licensures of each teacher as documented by degree, coursework and Praxis II. ([Exhibit 5a.2 Licensure of school-based faculty](#))

1041/2000

5a.4. What contemporary professional experiences do higher education clinical faculty members have in school settings?

1. Between 2004 and 2009, unit faculty planned and implemented instructional support activities that involved P-12 students and P-12 educators. Experiences include:
Conducted staff development sessions in:
 - a. business planning
 - b. health, safety, and nutrition
 - c. curriculum for infants and toddlers
 - d. organizing space for 3, 4 and 5 year olds (Training for the Family Child Care Association),
2. Developed and implemented the action plan for improving writing in 2nd and 3rd grades at Gateway Elementary School,
3. Presented a workshop on improving writing through useful and meaningful strategies at Gateway Elementary School,
4. Provided professional development for the faculty and staff of the Julia Goldstein Early Childhood Center,
5. Presented two separate sessions (one for Early First Reading teachers and one combined for Early First Reading Teacher Assistants and Early First Reading Literacy Coaches) for the St. Louis Public Schools,
6. Produced three video tapes to educate the community about creativity involving more than 30 academic professors, teachers, students and parents,
7. Presented day care providers with seminars related to breastfeeding issues, taking into consideration the diverse cultural and religious backgrounds of the populations being served,
8. Developed a school action-plan to address the Missouri School Improvement Program (MSIP), in the area of Differentiated Instruction, with Shepard Elementary School and provided a schedule of professional development initiatives,
9. Presented at NNER (National Network for Educational Renewal) Partnership Schools Programs, a P-12 school partnership program in Metropolitan Journalism Studies, which is a collaborative effort between the local media and school districts involving conversations on educating the community on school needs, initiatives, and improvement programs.

1851/2000

5a.5. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to faculty qualifications may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

5b. Modeling Best Professional Practices in Teaching

5b.1. How does instruction by professional education faculty reflect the conceptual framework as well as current research and developments in the fields?

Instructors make a consistent effort to explain the conceptual framework to candidates, and throughout the semester reflect on and incorporate the terminology into class lectures and activities. The conceptual framework, and the research upon which it is based (i.e. Danielson, Goodlad, Borich) is reflected in course syllabi and faculty members incorporate texts by these authors into the classroom content. Faculty members assign projects and activities that reflect the conceptual framework. Assignments are designed to develop the 11 teacher roles and four dispositions and are woven throughout each course. In addition, faculty members observe candidates during practicum placements and reflect on candidates' demonstration of the 11 teacher roles and four dispositions during field and clinical evaluations.

In addition to the formal knowledge they provide to candidates regarding the conceptual framework, faculty members model the 11 teacher roles and four dispositions that are expected of candidates. For example, faculty members demonstrate the "user of technology" role when they incorporate media, technology and electronic research resources into instruction. Faculty members also demonstrate the role of "inclusionary strategist" when they address the learning styles of each learner and incorporate a variety of instructional strategies to meet the needs of learners. In modeling both of these dispositions, faculty members show candidates how to be professional, competent, diverse and reflective.

1518/2500

5b.2. How do unit faculty members encourage the development of reflection, critical thinking, problem solving, and professional dispositions?

Faculty members engage candidates in learning experiences that encourage the development of reflection, critical thinking, problem solving and professional dispositions in the following ways:

Reflection- In each course at least one artifact is designated that has a reflective component. This component allows candidates to evaluate their experiences and note areas of concern, continuation or further development. The Teacher Work Sample (TWS), a key unit assessment, has an established reflection component.

Critical Thinking- All candidates, prior to entering the teacher education program, take a Professional Level Writing Assessment. During this examination, candidates are given a selection of writing prompts and choose one to address. This writing prompt demonstrates their proficiency on several levels, including the ability to reason, and to provide a clear, concise rationale to support their stance on the selected topic. The TWS has an analysis component which requires candidates to explore their impact on P-12 student learning.

Problem Solving- Candidates, throughout various courses are provided case studies, simulations and opportunities to discuss how they would address issues regarding classroom management,

communication with parents, diversity, impact on student learning and other issues facing P-12 educators. The candidates also complete a Professional Level Interview which centers on questions that require the ability to address realistic classroom and learning situations.

Professional Dispositions- Candidates are assessed in the mid-tier field experience courses and student teaching internship on their demonstration of the professional dispositions as encompassed in the conceptual framework.

1724/2000

5b.3. What types of instructional strategies and assessments do unit faculty members model?

Unit faculty members were given a survey to identify the instructional strategies used to deliver content and evaluate candidates' performance.

Teacher education faculty members model a range of instructional strategies in the delivery of curriculum. The majority of these strategies require candidates' active participation in the instructional process. Instructional strategies include:

1. Lecture
2. Simulation/Micro-teaching
3. Performance Demonstrations
4. Multimedia Presentation
5. Small Group Projects
6. Case Analysis
7. Cooperative Learning Activity
8. Demonstration by Instructor
9. Research Review Presentation
10. Class Discussion

These instructional delivery methods support the unit's conceptual framework in the preparation of effective teachers by addressing the individual learning styles, needs and abilities of the candidates. (**Exhibit 5b.3 Summary of instructional strategies including the use of technology**)

The unit's faculty members also model assessments that candidates implement in their own classrooms. These assessments include:

1. Pre and Post-tests
2. In-class evaluations
3. Objective and subjective tests
4. Rubrics to evaluate presentations
5. Rubrics to evaluate reflections
6. Other performance-based assessments as assigned

1269/2500

5b.4. How do unit faculty members incorporate the use of technology into instruction?

Unit faculty members use the new, updated computer and instructional technology that is available in each classroom to model the best teaching practices that may be used to enhance candidates' knowledge, skills and dispositions. In Spring 2009, all unit classrooms were updated with new computers, smart boards, sound systems and symposiums. Faculty members use a range of multi-media technology to access current on-line web-based knowledge and research to engage candidates as active participants in the teaching and learning process. The on-line chat room enables candidates to become engaged in the collaborative peer learning process and receive immediate, diagnostic feedback on their performance.

Specifically, the following technological resources are incorporated into instruction:

1. **Smart Board**- Used in interactive demonstrations and modeling course problems.
2. **Internet**- Used in research, producing and demonstrating webquests, posting assignments and tests, visiting virtual classrooms, using online calculators and statistics programs and finding sample lesson plans.
3. **Blackboard**- Used for posting discussion threads, class documents, online tests, grades, faculty feedback and portfolio components and assignments.
4. **MYHSSU**- Used by the university for sending announcements, posting midterm and final grades and recording attendance.
5. **Multimedia**- Used for classroom projects, video and imaging, digital scrapbooks, interactive PowerPoint, webquests and building webpages.
6. **Camcorders**- Used for taping and documenting classroom demonstrations and simulations, recording classroom interactions for later classroom discussions and documenting best teacher modeling.
7. **Electronic Reserves**- Used for research, electronic databases and curriculum collections.
(Exhibit 5b.3 Summary of instructional strategies including the use of technology)

1863/3000

5b.5. How do unit faculty members systematically engage in self-assessment of their own teaching?

Unit faculty members systematically engage in self-assessment of their own teaching in three ways, all of which are in relation to the unit's conceptual framework, "*Effective Teachers for a Diverse Society*."

First, faculty members annually submit a "Closing the Loop Report" to the dean of Teacher Education. This report indicates the type of change the faculty member would like to make in each course and the reason for the change based upon feedback from faculty evaluations, candidate input, research, and self reflection. **(Exhibit 5b.4 Candidate evaluations of faculty teaching and summary of results)**

Second, candidates are required to complete an end-of-the-semester faculty evaluation form. The results are shared with the faculty members to enable them to utilize the results to improve teaching and learning.

Third, unit faculty members conduct a yearly self-evaluation that is shared during an evaluation meeting with the dean of Teacher Education. The unit faculty members and the dean discuss areas of achievement and/or areas for improvement. These discussion points are incorporated in a plan of action for the following year.

1145/2500

5b.6. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to faculty teaching may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

5c. Modeling Best Professional Practices in Scholarship

5c.1. What types of scholarly work are expected of faculty as part of the institution's and unit's mission?

According to the Faculty Personnel and Procedures Manual, the university requires evidence of continuous scholarly growth through research as well as post-doctoral formal studies and the submission of grant applications. Additionally, faculty members are required to maintain membership and active leadership in professional organizations and to provide scholarship through conducting workshops and by participating in panel discussions.

The unit encourages scholarly work that clearly supports its commitment to meeting, to the greatest extent possible, the needs of a student population that is diverse in age, culture, gender, ethnicity and experiential backgrounds. Scholarly work should support the enhancement of candidates' academic and professional development. Collaborative scholarly work involves community outreach and partnerships with school districts, business, government, and educational institutions. In addition, the unit encourages scholarly work associated with

candidate performance and the enhancement of P-12 student learning. These efforts are occurring on a consistent basis.

Faculty members should provide evidence of interdisciplinary cooperation and contribution towards the academic life of the institution. Faculty members should also provide grant proposals (funded and not-funded) that were developed or participated in as part of the tenure and promotion process. **(Exhibit 5c.5 Samples and summary of faculty scholarly activities)**

1465/2000

5c.2. In what types of scholarship activities are faculty members engaged? How is their scholarship related to teaching and learning? What percentage of the unit's faculty is engaged in scholarship? (Review the definition of scholarship in the NCATE glossary.) [A table could be attached at Prompt 5c.3 below to show different scholarly activities in which faculty members are involved and the number involved in each activity.]

Since 2004, faculty members have continued to be involved in scholarly works that contribute to the field of education on a local, state, national and international level. Scholarly activities within the unit include, but are not limited to, research and publication that supports teaching and learning in the field of education and grant applications. Full-time faculty members (7 of 13) 54% and adjunct faculty (2 of 17) 12% published articles in national or regional publications, 62% (8 of 13) of full-time faculty and 6% (one) adjunct faculty published books or book chapters within the past three years, 31% (4 of 13) full-time faculty presented at international conferences and at least 54% (7 of 13) submitted grant proposals within the last three years with (3 of 7) 43% being funded. In addition, (9 of 13) 69% of full-time faculty serve on boards and/or hold leadership positions within their professional organizations, while at least (10 of 17) 59% of adjunct faculty serve on boards or hold membership in professional or community organizations. **(Exhibit 5c.5 Samples and summary of faculty scholarly activities)** Faculty members are committed to research-driven theory and pedagogy and regularly refresh their knowledge through annual attendance at professional meetings and conferences. Research therefore guides classroom instructional practice and provides candidates with a foundation to positively impact P-12 student learning.

1452/3000

5c.3. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to faculty scholarship may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

5d. Modeling Best Professional Practices in Service

5d.1. What types of service are expected of faculty as part of the institution's and the unit's mission?

In pursuit of the institution's and the unit's mission, faculty are expected to take responsibility for institutional service related to: (1) Recruiting a diverse population of qualified students and faculty; (2) Supporting student development through cultural and community involvement, professional organizations and honor societies; (3) Enhancing the quality and effectiveness of the student's learning environment, through a variety of innovative and creative instructional techniques and delivery systems involving modern technology and online courses which accommodate the students' varying educational and scheduling needs; (4) Offering educational experiences that emphasize excellence in all areas and promote the development of effective communication skills, inter-personal growth, critical thinking, work-place readiness and an understanding of and appreciation for diversity; (5) Participating in educational and collaborative partnerships and outreach programs with business, government and other educational institutions, including K-12 and higher education and (6) Providing a diverse range of cultural and educational services to the urban community, including in-service educational opportunities for professional growth and development of teachers, educators and other professionals.

Faculty members are required to serve on various standing committees as well as ad hoc committees at the university. Teacher Education faculty members have participated on the Academic Calendar Committee, Academic Integrity Committee, Faculty Institute Committee, Service Learning Committee and Institutional Research Board. Unit faculty members also serve on search committees for faculty and professional staff at the institution.

1734/2000

5d.2. In what types of service activities are faculty members engaged? Provide examples of faculty service related to practice in P-12 schools and service to the profession at the local, state, national, and international levels (e.g., through professional associations). What percentage of the faculty is actively involved in these various types of service activities? [A table could be attached at Prompt 5d.3 below to show different service activities in which faculty members are involved and the number involved in each activity.]

Faculty members are engaged in a wide variety of service activities. For example, unit faculty members founded and sponsored Together Educating Active Community Helpers (TEACH), a service organization for Teacher Education candidates. Under the leadership of the two faculty sponsors, TEACH raised \$1,000 to purchase books for students from Mary McLeod Bethune Elementary School which was destroyed by Hurricane Katrina.

Harris-Stowe has established several partnerships within the P-12 school system, the community and other universities. One example of this is the Professional Development Schools Collaborative (PDSC) which provides opportunities for educational renewal between P-12 schools and higher education institutions. As a result of these partnerships, candidates are provided with systematic and extensive experiences in a variety of school placements.

In addition to the organizations and partnerships that the unit is engaged in, all unit faculty also serve on at least one university-wide committee and are members and officers of local, state, regional, national and international professional associations. For example, one unit faculty member serves as the current president of the state chapter of the Association for Childhood Education International (ACEI). In addition, most unit faculty collaborate with P-12 teachers on the implementation of school-based educational activities. Several teacher education faculty members also serve as school board members for public and private schools.

All (100%) full-time faculty members are engaged in service. This is partially made possible by funds from the university that are used to support memberships in professional organizations. Faculty are committed to service as it relates to practice in the P-12 schools and local, state, regional, national and international involvement in professional associations, memberships, and committees. **(Exhibit 5d.6 Summary of projects completed by faculty in service)**

1979/3000

5d.3. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to faculty service may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

5e. Unit Evaluation of Professional Education Faculty Performance

5e.1. How are faculty evaluated? How regular, systematic, and comprehensive are the unit evaluations of adjunct/part-time, tenured, and non-tenured faculty, as well as graduate teaching assistants?

All faculty members, including tenured, non-tenured and adjunct are evaluated under the Harris-Stowe State University Faculty Evaluation System which consists of Student Course Evaluations (conducted each semester) and Supervisor Evaluations (conducted annually) of performance in several areas including (but not limited to) instruction, institutional service and professional growth and development. An appropriate instrument is developed for use by the dean. **(Exhibit 5e.7 Promotion and tenure policy and procedures)**

Unit faculty members are evaluated by the dean on 16 activities utilizing a 5-point scale: 5=Outstanding, 4=Excellent, 3=Acceptable, 2= Marginal and 1=Unsatisfactory. Faculty members also complete a self-assessment as part of the evaluation process. **(Exhibit 5e.8 Samples of faculty evaluation forms)**

Unit faculty members are evaluated on the following 16 activities by the Dean of Teacher Education:

1. Meets class/clinical regularly
2. Teaches appropriate course material related to course content
3. Organizes classes/clinicals around goals set forth in the course syllabus

4. Assigns grades based on students' demonstrated understanding of course content and achievement of course objectives
5. Demonstrates respect to students
6. Exhibits collegiality towards colleagues
7. Articulates knowledge of the Conceptual Framework and Dispositions
8. Uses a variety of teaching strategies to enhance instruction
9. Adheres to office hours
10. Participates in resolution of student complaints
11. Submits attendance/grades in a timely manner
12. Grades and returns student work in a timely fashion
13. Meets departmental deadlines
14. Teaches all scheduled classes
15. Demonstrates service to the Teacher Education Department
16. Demonstrates service to the University

The department does not have any graduate assistants at this time.

1842/3000

5e.2. How well do faculty perform on the unit's evaluations? [A table summarizing faculty performance could be attached at Prompt 5e.4 below.]

A total of 11 full-time faculty and 16 adjunct performance evaluations were conducted for the 2008-2009 school year. The results are as follows:

Non-tenured faculty- 9 of the 9 full-time, non-tenured faculty members (100%) scored at excellent or outstanding for all areas of evaluation. On the self-assessment, 5 of the 9 full-time, non-tenured faculty members (56%) scored at excellent or outstanding for all areas of evaluation.

Tenured faculty- 3 of the 3 tenured faculty members (100%), scored at excellent or outstanding for all areas of evaluation. On the self-assessment, none of the tenured faculty members scored at excellent or outstanding for all areas of evaluation.

Adjunct faculty- 14 of 16 adjunct faculty members (88%), scored at excellent or outstanding for all areas of evaluation. On the self-assessment, 12 of the 16 adjunct faculty members (75%) scored at excellent or outstanding for all areas of evaluation. ([Exhibit 5e.9 Summary of faculty evaluations](#))

1913/2000

5e.3. How are faculty evaluations used to improve teaching, scholarship and service?

Teaching- Faculty members rely on evaluation results to provide feedback on their instructional practices and pedagogical effectiveness. Data are used to make course content changes, to continue or discontinue particular instructional strategies, to restructure how content is delivered,

to pursue topics of research and to use assessment data to further drive instruction. For example, a professional development workshop on student engagement was presented to faculty after faculty evaluations revealed that open enrollment students learned more from class discussions and real-world applications of theory than from traditional teaching methods such as lectures.

Scholarship- Faculty members rely on evaluation results to reveal areas for improvement in the area of faculty scholarship. For example, evaluations previously revealed that faculty members were not heavily engaged in seeking grant opportunities. As a result of these findings, the unit was given the challenge of obtaining a minimum of \$25,000 in grant funding in both the 2008-2009 and 2009-2010 academic years. Grant applications were made by unit faculty members for awards in excess of \$750,000 in 2008-2009 and obtained approximately \$157,500 during the 2008-2009 year. An Arts & Sciences faculty member outside of the unit also received a NSF grant which will be used to support unit candidates.

Service- Faculty members rely on evaluation results to provide information concerning unmet service needs within the university and the student body. For example, evaluations revealed that there was a need for a service component that was global in nature. As a result, a primary school in Haiti was selected to receive school supplies collected by faculty, staff and students. Unit faculty members led this effort and candidates prepared the school supplies for shipping.

1845/2000

5e.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the unit's evaluation of professional education faculty may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

5f. Unit Facilitation of Professional Development

5f.1. How is professional development related to needs identified in unit evaluations of faculty? How does this occur?

The dean of the unit has the responsibility of identifying the professional development needs of faculty resulting from the evaluation process. Unit faculty members also have input in their professional development needs, as addressed on the annual faculty evaluation. Faculty members each identify the specific areas in which they will seek continued growth and development. This input assists the dean with providing effective professional development to meet the needs of the unit's faculty. For example, faculty evaluation revealed that there was a need for increased knowledge of the grant application process. As a result, the Dean of Teacher Education arranged for unit faculty to attend a one-day National Science Foundation grant writing workshop in which three unit faculty members participated.

The dean of Teacher Education also learned from faculty evaluations that there was a need for assistance in developing our candidates' writing abilities. To provide professional development in this area, the dean identified the Gateway Writing Project, a one-day workshop which was held at a local university designed to assist university and P-12 instructors in the use of "writing

across the curriculum” as a method to increase student writing ability. Two faculty members attended this workshop. **(5f.10 Professional development activities offered by the unit)**

Based on unit evaluations, the Vice President of Academic Affairs identified a unit need for more publications in refereed journals and established a partnership with a Carnegie Classification Research I institution, University of Missouri- Kansas City (UMKC) School of Education Urban Leadership and Policy Studies Department. Faculty members from the University of Missouri were matched based on research interests with unit faculty members with the goal of producing one published article in a refereed journal. The next step in the collaboration will take place in 2010 when timelines and publication goals are set.

1992/2000

5f.2. What professional development activities are offered to faculty related to performance assessment, diversity, technology, emerging practices, and/or the unit's conceptual framework?

Unit faculty members are afforded the opportunity to participate in several professional development opportunities as it relates to needs identified within the unit. The dean assigned faculty from each discipline to participate in the Professional Development Schools Collaborative. This is another opportunity for faculty to learn and assist as they continue to work to strengthen their relationships and practices within the P-12 schools.

Examples of professional development activities that were offered to faculty during the past three years include:

Performance Assessment- The dean hosted workshops every semester since Spring 2007 for the unit faculty centered on incorporating performance-based assessment and artifact evidence into all courses. These workshops focused on using assessment results to justify course, unit and program changes.

Diversity- Faculty members from the unit have been involved in several faculty seminars focusing on the diversity of learning styles across cultures and ethnic groups. Faculty members have participated in workshops on Best Practices, Differentiated Instruction and Instructional Strategies.

Technology- All unit faculty members participated in professional development related to integrating technology into courses and developing best practices in online courses. Faculty received training on Blackboard, MYHSSU (the grade and attendance portal) and the newly updated technology installed in each classroom.

Emerging Practices- Each department invites unit faculty to participate in professional development on navigating new processes and protocols in the field. Unit faculty members are engaged in research seminars that encourage further discussion, research and reflection of faculty pedagogy.

Conceptual Framework- The unit faculty, arts and science faculty, principals and administration were engaged in several workshops designed to articulate, modify and assess the unit's conceptual framework. These activities were designed to show the alignment of the conceptual framework, professional standards, state standards and the unit's dispositions. **(Exhibit 5f.11 Professional development activities in which faculty have participated)**

Faculty members from the unit participate in most educational opportunities hosted by and conducted on the University campus. **(Exhibit 5f.12 Unit policies related to professional development)**

2385/2500

5f.3. How often does faculty participate in professional development activities both on and off campus? [Include adjunct/part-time, tenured, and non-tenured faculty, as well as graduate teaching assistants.]

Each semester, all university faculty members participate in the required Faculty Institute. During these meetings, unit faculty are engaged in professional development activities, as it relates to practice in P-12 schools, service to the greater community and service to the profession at the local, state, national and international levels. Adjunct faculty members participate in an adjunct faculty orientation which consists of technology training and other professional development activities. In addition, each semester unit faculty members attend professional development workshops sponsored by surrounding campuses, national and state organizations and DESE.

5f.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the unit's facilitation of professional development may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

1. What does your unit do particularly well related to Standard 5?

Unit faculty members receive high accolades by candidates, colleagues and the community as a whole. Many faculty members have been recognized for their outstanding accomplishments locally, statewide and internationally. Some of these accomplishments include the following:

- Three TED faculty members received the University-wide honor of Teacher of the Year (2005, 2007 and 2009).
- Two TED faculty members were selected to present research in China (Summer 2008).
- Two TED faculty members were appointed to the Editorial Board of the Midwestern Educational Researcher (2008-2011).
- Seven of the full-time faculty members submitted grants in excess of \$750,000; nearly a third of that amount was obtained during the 2008-2009 year.

Faculty members continue to be trailblazers in all aspects of community, campus and education partnership endeavors. Faculty members are committed to instituting change, and sharing knowledge and expertise with the field from local, state, national and international perspectives. **(Exhibit 5f.13 Unit faculty accomplishments)**

The unit is also proud that it ensures new faculty members receive the support and leadership necessary to make a successful transition to the academic teaching and learning environment established by the unit. All new faculty members are assigned a mentor to assist with their acclimation to the University and overall development as a professional in the realm of higher education.

The process of gathering documentation and analyzing data from the various self-studies, has offered the unit the opportunity to reflect on program strengths and areas for continued improvement. **(Exhibit 5f.14 Unit Self-Study Report)**

1677/2000

2. What research related to Standard 5 is being conducted by the unit or its faculty?

A study is being conducted by a faculty member to examine the correlation between student performance in courses where candidates feel a realistic identification (culturally or racially) with the faculty member teaching the course. This data will be compared to student performance in courses where candidates do not identify with the faculty member. A simple comparative analysis will be conducted. Results will be reported using descriptive narrative, and results will be disseminated through publication and conference presentation.

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.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

6a. Unit Leadership and Authority

6a.1. How does the unit manage or coordinate the planning, delivery, and operation of all programs at the institution for the preparation of educators?

The unit of the Department of Teacher Education is headed by the dean of Teacher Education who provides leadership over unit activities. **(Exhibit 6a.1 Policies on governance and operations of the unit)** Teacher Education Faculty meetings and Teacher Education Council meetings are chaired by the dean. The dean reports directly to the Vice President for Academic Affairs. The dean annually appoints committee chairs and members for the standing committees in the unit, including program committees, the Assessment Committee, the Field Experience and Student Teaching Committee and the Curriculum Committee. The dean also makes recommendations for faculty representatives on university standing committees. Other committees are appointed as needed. **(Exhibit 6a.2 Descriptions of the unit governance structure, including organization charts)**

The unit manages and coordinates planning for all teacher preparation programs at the university through collaborative efforts of the unit faculty with the Arts and Sciences, Urban Specializations and Business faculty. The faculty members are assigned to particular teacher education preparation program committees such that:

1. Each program committee ensures that the program is aligned with national, state, local and university standards.
2. The committees evaluate their programs and plan for appropriate changes where indicated by evidence of research or assessment.
3. Committees report their changes to the unit faculty and the information is forwarded to the Teacher Education Council for review and who makes recommendations to the unit faculty. **(Exhibit 6a.3 Minutes of meetings of unit governance committees)**
4. The recommendation is discussed by the unit faculty members who are responsible for and have the authority to make changes or adaptations to the program.
5. The recommendations are submitted to the Vice President for Academic Affairs for approval.
6. Recommendations are submitted to the faculty and professional staff for informational purposes.
7. After approval by the Vice President for Academic Affairs, the changes are sent to the Missouri DESE.

The Director of NCATE/DESE and Unit Assessments is responsible for determining that the program maintains consistency from semester to semester, is in alignment with standards and program requirements and, at the same time, remains current with changes in policies, procedures, or requirements based on research and assessments. Changes or issues of concern are reported to the dean.

The unit is involved in the delivery of programs through courses that uphold the mission of the university and the unit. Course syllabi for the programs align with national and state standards. If the dean or director of assessments determines that syllabi or coursework does not align with the standards, the appropriate faculty member is advised that changes or additions to the syllabi or coursework may be necessary. The university faculty members are continuously made aware of the importance of upholding the national, state, local, and university standards through memoranda, emails, faculty and professional staff meetings, committee meetings, or one-on-one conferences, as needed. Since teacher education is the cornerstone of the university, faculty and staff support the unit and graciously follow the requirements of the unit concerning delivery of all programs. The dean and the unit faculty may also request assistance from other departments in preparation of candidates for the licensure test, Praxis II. University faculty may offer study sessions, tutoring, or seminars in their specific content area to assist candidates in successful completion of the Praxis II examination.

The dean and faculty members work collaboratively with the faculty and administrators of the university to oversee the operation of the teacher education programs. Arts and Sciences faculty members serve on the SPA report committees along with TED faculty to ensure content alignment with standards. Faculty members from both departments also determine appropriate courses required for the various bachelor degrees in education as required by the state and the SPAs to ensure that each candidate has the necessary educational background for certification in the state of Missouri. The dean, working with other department heads, the vice president for academic affairs, enrollment management, and information systems at the university, reviews the course offerings each semester to provide the courses needed for completion of the programs in an uninterrupted and timely manner. If necessary, the dean will request specific courses not on the schedule to be offered for candidates needing those courses prior to student teaching or for graduation.

4735/5000

6a.2. What are the unit's recruiting and admissions policies? How does the unit ensure that they are clearly and consistently described in publications and catalogues?

The unit employs a variety of recruiting methods including:

1. Teacher Education Department brochure
2. Harris-Stowe website
3. Recruitment video
4. Academic fair which provides the unit with the opportunity to recruit students who have not yet chosen a major

5. Course Schedule which highlights the collaborative with the University of Missouri-Saint Louis
6. External advertisements which promote teacher education at Harris-Stowe
7. Presentations during new student orientation

The unit's official admissions policies are set forth in the university bulletin, the unit website, unit faculty syllabi and course catalogs. All publications are updated annually. For students who are candidates for admission to the professional level of the unit the following criteria are applied in determining eligibility:

The student must:

1. Have satisfactorily completed all parts of the College Basic Academic Skills Examination (C-BASE)
2. Have earned at least 48 semester hours of college credit applicable to the BS Degree in Education and toward State of Missouri Certification in the designated program
3. Have satisfactorily completed all general education requirements for the degree program selected
4. Be in an unconditionally satisfactory academic progress status as defined by Harris-Stowe State University
5. Have completed the 60-hour aide requirement
6. Have an ACT score on file
7. Have a 2.5 cumulative GPA on a 4.0 scale
8. Successfully complete a formal interview, which includes a Spontaneous Writing Sample

Students with baccalaureate degrees who are seeking **certification only** must comply with items three through eight above. (**Exhibit 6a.5 Recruiting and admission policies**) The unit ensures that it is clearly and consistently represented in publications by maintaining the involvement of the dean and unit faculty members in the development of all publications, and by working closely with the director of communications and marketing on the development of materials.

1981/2000

6a.3. How does the unit ensure that its academic calendars, catalogues, publications, grading policies, and advertising are accurate and current?

Academic calendars and catalogues (University Bulletin) originate from the Office of the Vice President for Academic Affairs. The assistant vice president for academic affairs has responsibility for these publications and works with the unit dean to ensure that the proper changes or additions to the unit's contents are included in all calendars and catalogues. After collaborative discussions within the unit, the documents are examined by the dean and sent to the faculty for input with a timeframe for return. Documents are proofread by the dean. Necessary additions or corrections are made and returned to the assistant vice president for academic affairs who sends the document to the registrar. The documents are then reviewed by the director of communications and marketing. Documents are returned to the assistant vice president for academic affairs who forwards the documents to the vice president for academic affairs for final

approval. Calendars and the University Bulletin are published bi-annually. ([Exhibit 6a.6 Academic calendars, catalogues, unit publications, grading policies, and unit advertising](#))

The University Bulletin contains program requirements, course descriptions, grading policies and procedures for matriculation through the unit. The dean of the unit is responsible for the accuracy of the information contained in the bulletin concerning the unit. Any advertising or mass mailings that are sent out of the department must be read for accuracy, consistency and reliability by the dean. The Office of Communications and Marketing must proof and approve all documents before they are submitted for publication.

1640/2000

6a.4. How does the unit ensure that candidates have access to student services such as advising and counseling?

All degree-seeking candidates and initial teacher certification-seeking candidates are assigned an advisor in the Office of Advisement at the start of each semester. All teacher education candidates are also assigned a faculty mentor in the Teacher Education Department. All candidates are encouraged to meet frequently during each semester with their advisor and/or mentor to discuss all aspects of their academic program.

Advisors and mentors inform candidates of program admission requirements, GPA requirements, minimum grade requirements, graduation/certification requirements and prerequisite course requirements. Faculty mentors work closely with advisors and document meetings with candidates and the nature of the meetings. Mentors rely on the Office of Advisement for information concerning any deficiencies that candidates have as they progress through their program, especially concerning eligibility for student teaching or graduation.

The Office of Counseling Services works collaboratively with Teacher Education faculty members and staff to confront and resolve complications that hinder academic progress. Workshops and programs sponsored by the Office of Counseling Services that might assist in the psychological and emotional development of candidates are announced in teacher education classes and supported by the faculty.

The Office of Career Services provides candidates with information about teaching fields, resume writing and interviewing techniques. During candidate professional development seminars, held each semester, the Office of Career Services informs the candidates about job search strategies, appropriate dress and demeanor, and provides general information that would be beneficial for a career in education. The Office of Career Services organizes and hosts the annual Teacher Job Fair. This event exposes candidates to potential employers throughout Missouri and the Midwest. ([Exhibit 6a.4 Unit policies on student services such as counseling and advising](#))

1999/2000

6a.5. Which members of the professional community participate in program design, implementation, and evaluation? In what ways do they participate?

All faculty and P-12 partners work together in the design of the programs. The university faculty dialogue and evaluate the requirements for field and clinical experiences to ensure that the standards of their particular SPAs are met through the field experience and clinical practice assignments. They collaborate on the descriptions of the assignments, the methods of delivery and the rubrics used for evaluation.

Unit faculty members also seek the guidance of the P-12 partners to validate the appropriateness, accuracy and continuity of the field and clinical assignments. Implementation of the course assignments in the P-12 classroom is collaboratively discussed by unit faculty members and P-12 partners.

Partners in P-12 schools are also important in the evaluation of candidate performance in the classrooms. Unit faculty and P-12 partners continue to work collaboratively to evaluate assignments, activities and experiences that support effective instruction and demonstrate the unit's teacher roles and dispositions as aligned with SPA and state standards.

P-12 partners participate as members of the Teacher Education Council, providing advisory information concerning current trends in the P-12 schools and suggesting areas of improvement for honing candidates' skills. They also participate in unit-sponsored professional development seminars for candidates, held each semester. The seminars offer recommendations for job searches, interviewing, and professional dress and demeanor.

1496/2000

6a.6. How does the unit facilitate collaboration with other academic units involved in the preparation of professional educators?

The unit provides leadership for effectively coordinating all programs at the university designed to prepare candidates to work in P-12 schools through its Teacher Education Council and by involving all university faculty members in the major endeavors of the unit. The Departments of Arts and Sciences, Urban Specializations and the School of Business all provide instruction and content knowledge to the candidates and are made aware, through the Teacher Education Council, of the role of their courses in the unit programs. Faculty who teach courses required for teacher education programs are assigned to program committees related to their field of expertise which are facilitated by unit faculty members. Information concerning the preparation of professional educators, as discussed at the Teacher Education Council meeting, is provided by the unit head or a representative of the unit at the university-wide Faculty and Professional Staff Meeting each month. Changes in curriculum design or delivery are also announced at this time to ensure that all departments learn of the changes.

Faculty members recognize the importance of meeting the standards and aligning their curriculum with the standards set forth by the individual specialized professional associations for teacher preparation. The Teacher Education Assessment Committee, consisting of faculty from

each program, regularly evaluates the programs in the unit. Faculty members from the other school and departments are asked for recommendations, observations and concerns during the evaluation period. Arts and Sciences, Urban Specialization and Business faculty members serve on the writing teams for the SPA reports and work with Teacher Education Department faculty members to ensure that courses are aligned with the standards. Whenever other academic departments make changes to their programs, they consult with the Teacher Education Department to verify that the changes do not conflict with any state or national standards.

2000/2000

6a.7. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to unit leadership and authority may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

6b. Unit Budget

6b.1. What is the budget available to support programs preparing candidates to meet standards? How does the unit's budget compare to the budgets of other units with clinical components on campus or similar units at other institutions?

The unit receives annual budget allocations for program support. The unit was allocated \$1,202,326.23 for the 2007-2008 fiscal year; \$1,258,588.28 for the 2008-2009 fiscal year and \$1,160,215.20 for the 2009-2010 fiscal year. These budget allocations include salaries. The Teacher Education Department has the second largest budget of the four academic units since at least the 2003-2004 fiscal year. The unit (2009-2010) now has the third largest budget behind Arts & Science and the School of Business. The dean submits budget requests to the Vice President of Academic Affairs, who is a member of the university budget committee.

In addition to allocations from the institutional budget, financial support is provided to faculty members from Title III and the Office of Sponsored Programs to promote and enrich scholarly activity. Support for publications, professional memberships, conference attendance, up to two semester's leave with full or partial pay for completion of terminal degrees and associated costs (i.e., travel to defend dissertations) is substantial for the unit. **(Exhibit 6b.8 Budgets of comparable units with clinical components on campus or similar units at other campuses)**

1203/2500

6b.2. How adequately does the budget support all programs for the preparation of educators? What changes to the budget over the past few years have affected the quality of the programs offered?

Each of the four programs (Early Childhood Education, Elementary, Middle School Education, and Secondary Education), along with two special budget groups (Field Experience and Student Teaching), is allocated funds based on the anticipated enrollment. **(Exhibit 6b.7 Unit budget with provisions for assessment and technology)** If need should arise for more funds in a

specific program during the year due to unforeseen expenses or changes in enrollment or faculty size, funds are shifted to that program from a program that may have a surplus at that time. Over time, this policy has worked to support the long-range needs of the programs as well as any immediate needs that arise. This budget is revised each year, allocating funds based on the average budget of the previous three years.

The budget has increased (approximately 12.66 %) since the 2003-2004 fiscal year. This increase has allowed the department to hire several new adjunct faculty members. In Fall 2009, a full-time faculty member was hired to replace someone who moved to another institution at the end of 2007-2008. While the department was lacking a full-time faculty member during the 2008-2009 academic year, the department ensured that the adjunct instructor hired to teach the courses of that faculty member was highly qualified in the area. While other hiring has been frozen due to the economy and the budgetary constraints of the state of Missouri, academics are a priority and are held harmless in budgetary cuts. Throughout the budget changes, Harris-Stowe has maintained the quality of its programs.

1578/2000

6b.3. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the unit's budget may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

6c. Personnel

6c.1. What are the institution's and unit's workload policies? What is included in the workloads of faculty (e.g. hours of teaching, advising of candidates, supervising student teaches, work in P-12 schools, independent study, research, administrative duties, and dissertation advisement)?

Faculty workloads are consistent with the university's faculty load policies described in the Faculty Personnel Policies and Procedures Manual. According to the policy, the normal full-time faculty teaching load is 12 credit hours per semester. **(Exhibit 6c.9 Faculty workload policies)**

Unit faculty members are expected to devote a minimum of 6 hours of their work week to office hours, as well as make additional appointments as needed to address candidates' needs. In addition, faculty members are expected to spend time advising candidates and engaging in scholarship and service. In the event of a demonstrable financial exigency, the university administration may recommend to the Board of Regents a temporary increase in the normal teaching load. Over the past five years, this has not occurred.

In the unit, workload policies are designed to encourage faculty to engage in teaching, scholarship, assessment, mentoring and collaborative work in P-12 schools. The teaching load of each faculty member is determined individually and is based upon the nature of each member's total assignment. Faculty members have the opportunity to provide input regarding their assignments. Advising, class size and nature of the class, clinical supervisory responsibilities and committee assignments help the dean and the faculty collectively determine faculty load. Faculty

in the unit are assigned teaching times and loads to ensure that they have adequate time to be involved in schools with candidates and to engage in research. Faculty loads do not exceed 12 credit hours per semester for full-time teaching. Adjunct faculty members may teach a maximum of 9 credit hours per semester. Notwithstanding, all full-time faculty are engaged in some aspect of administration, as assigned, which includes, but is not limited to: organizing the professional level admission process, recommending course schedules, making presentations and serving as heads of committees. **(Exhibit 6c.10 Summary of faculty workloads)**

2003/2500

6c.2. What are the faculty workloads for teaching and the supervision of clinical practice?

Clinical faculty members are vital in the unit’s efforts to provide high quality field and clinical practice experiences. Generally, supervision of clinical practice does not exceed 12 candidates for full-time faculty. Again, according to the policy, the normal full-time faculty teaching load is 12 credit hours per semester. At times, as part of a faculty member’s course load, he/she may be assigned to supervise student teachers to meet the full-time load. The supervision of student teaching experiences ratio is 12 full-time equivalent students to 1 FTE Faculty (12:1). Most faculty members average 3 student teachers and receive 3 credits toward their 12-hour load. The load assignments are as follows:

<u>Faculty Assignment</u>	<u>Number of Candidates</u>
1 Credit	1 Student
2 Credits	2 Students
3 Credits	3 Students
4 Credits	4 Students
5 Credits	5 Students
6 Credits	6 Students
7 Credits	7 Students
8 Credits	8 Students
9 Credits	9 Students
10 Credits	10 Students
11 Credits	11 Students
12 Credits	12 Students

The University Supervisor visits the assigned school to meet with school officials and the Cooperating Teacher in order to ensure that the expectations, documents and procedures regarding the student teaching process are understood by all parties and to ensure that the goals of student teaching are being accomplished in a manner consistent with University policy.

(Exhibit 6c.11 List of faculty by full-time and part-time status)

1474/2000

6c.3. To what extent do workloads and class size allow faculty to engage effectively in teaching, scholarship, and service (including time for such responsibilities as advisement, developing assessments, and online courses)?

Teaching assignments are made on a semester-by-semester basis, and consideration is given to faculty preferences in terms of course offerings, class days and hours. However, candidate's needs and requirements are the primary consideration in the scheduling of courses. Faculty members have two principal responsibilities:

1. To perform teaching duties in a professional manner consistent with the norms of the academic community.
2. To maintain professional relationships with candidates and ensure their fair and equitable treatment.

According to the Faculty Personnel Policies and Procedures Manual, "Teachers are entitled to full freedom in research and in the publication of the results, subject to adequate performance of their other academic duties..." (26). Outside of teaching, unit faculty members are continuously engaged in scholarship and service. Some recent faculty accomplishments include:

- A unit faculty member selected to present research during the 2009 National Science Foundation Research Symposium in Washington, D.C.
- A unit faculty member selected to present research during the 2009 Argonne Research Laboratory Symposium in Chicago, Illinois.
- A unit faculty member selected to present at a Science Teacher's Conference in January 2011.
- The unit dean published a children's book.

The flexible faculty work week obligation and small class sizes (most do not exceed a 30:1 candidate to faculty ratio) allow optimal time to build relationships, advise candidates, make ongoing assessments, undertake reflection of pedagogical practice and effectively engage in scholarship and service opportunities. In addition to further meeting the growing needs of candidates, the University continues to seek opportunities to infuse online courses into the program. These courses become a part of the faculty's regular workload. In the case a faculty must teach an additional course beyond the 12 credit hour work load, the faculty is compensated for such additional credit responsibility.

1997/2000

6c.4. How does the unit ensure that the use of part-time faculty contributes to the integrity, coherence, and quality of the unit and its programs?

Part-time (adjunct) faculty members are expected to adhere to the same policies guiding full-time faculty members in terms of integrity, coherence and quality of their courses. Policies governing faculty rights and responsibilities are explained in the Faculty Personnel Policies and Procedures Manual and the Part-Time Faculty Manual. At Harris-Stowe State University, integrity is the foundation for a successful learning community. Human resources representatives provide newly

hired part-time faculty members with an orientation that addresses the importance of honesty, fairness and displaying judgment that considers the well-being of others and themselves. They are exposed to specific examples of student misconduct such as cheating, interference or sabotage and plagiarism that are not tolerated by the university. Part-time faculty members are provided directions on how to deal with these acts. As unit faculty members, they serve as role models for candidates and, in some cases, have a significant impact on the lives of candidates.

Part-time faculty members are fully integrated into campus-life. They are provided orientation, opportunities to serve on campus-based committees, professional development opportunities and invitations to participate in the unit's departmental meetings. Since they are evaluated every semester by candidates, part-time faculty members make improvements based on evaluations and additional input as noted by the administration, when deemed necessary.

1485/2000

6c.5. What personnel provide support for the unit? How does the unit ensure that it has an adequate number of support personnel?

The unit's support personnel consist of ([Exhibit 6c.12 list of support personnel in unit](#)):

1. Department/NCATE Secretary

- Creates and maintains comprehensive databases for candidates of the unit.
- Assists the Coordinator of Student Teaching with data, record keeping and correspondence.
- Assists the Coordinator of Field Experiences with data, record keeping and correspondence.

A change in personnel for this position took place effective January 2010.

2. Department Secretary

- Assists the dean with data, record keeping and correspondence.
- Maintains records, files and other information.
- Maintains course syllabi and ensures the syllabi are updated

3. Part-time Data Entry Specialist

- Assists with data entry into the assessment platform.

4. Part-time Data Analyst

- Assists with data analysis.

5. Part-time Coordinator of Field Experiences

- Secures quality field experiences for teaching candidates in preparation for their roles as future educators.
- Plans, recruits, screens and develops diverse field placement opportunities for candidates.

- Assists in resolving problems related to field experiences.

6. Part-time Coordinator of Student Teaching

- Assigns candidates to schools for their full-time classroom experience.
- Approves and assigns, in conjunction with school district personnel, certified cooperating teachers to work with candidates.
- Conducts conferences with candidates, cooperating teachers and university supervisors as necessary.

7. Student Worker

- Assists with data, record keeping and correspondence.
- Scores Mock Praxis II and C-BASE examinations.
- Keeps a database of all Mock assessment scores.

The dean ensures that the unit has an adequate number of well trained staff. The number of support personnel depends upon the volume of candidates, faculty and workload. The needs are communicated to the Vice-President of Academic Affairs. Decisions, based upon budget approval, are forwarded for action or further discussion and are made as applicable.

1979/2000

6c.6. What financial support is available for professional development activities for faculty?

According to the Faculty Personnel Policies and Procedures Manual, “In order to increase opportunities for the continued professional development of the faculty, and thereby ensure institutional renewal by timely and pertinent teaching, research, and service, the College designates monies and time to assist faculty members in meeting their professional responsibilities” (p.34).

Faculty members in the Department of Education are provided equitable opportunities for professional development. Constantly, the university and the unit encourage faculty to attend professional meetings, seek grants, engage in research, present papers, publish and participate in other scholarly activities. Financially, through Title III, the university supports and provides for faculty development through sabbatical leaves, professional memberships, publications and travel. Available to the unit is \$24,500 for faculty to attend professional meetings, \$4,160 for publications and \$6,400 for in-service activities. Unit faculty members presented at or attended conferences such as the 30th Annual National Institute on Teaching Psychology, the National Network of Educational Renewal, the Great Lakes History Conference, the Globalization Seminar and the International Reading Association Conference. (**Exhibit 6c.13 Faculty development expenditures**)

At the direction of the new Vice President for Academic Affairs, faculty members are now required to have terminal degrees. Scholarships are available to faculty members who were hired before this mandate went into effect to assist faculty in their pursuit of a terminal degree. The

university believes that sound instruction and effective scholarship are complementary in promoting a pervasive intellectual atmosphere. Teaching practices, research activities and resulting publications, scholarship and service to P-12 schools are considered in decisions to reappoint, promote, or grant tenure to a faculty member.

1953/2000

6c.7. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to personnel may be attached her. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

6d. Unit facilities

6d.1. How adequate are unit--classrooms, faculty offices, library/media center, the technology infrastructure, and school facilities--to support teaching and learning? [Describe facilities on the main campus as well as the facilities at off-campus sites if they exist.]

In Spring 2009, with funds from a grant, all classrooms in the main academic building were upgraded with dry erase boards, instructor stations with DVD/VCR players, a personal computer, Internet access, multimedia LCD Projector and Sympodium Interactive Pen Display. After undergoing general renovation, classrooms were furnished with tables and chairs to seat 30 students.

A new building, costing over \$17 million, the William L. Clay, Sr. Early Childhood Development/Parenting Education Center, opened on August 24, 2009. The Center hired six early childhood education majors as teacher assistants who work four hours daily under the leadership of a degreed teacher. One early childhood education student teacher works as a full-time teacher for a period of nine months rather than the traditional one semester student teaching assignment. Classes for early childhood education are held on the second floor of the child development facility in the eight classrooms that can each be divided to provide 16 classrooms and have visual and auditory access to the children's classrooms. Unit faculty and candidates may also visit the observation rooms on the lower level to further study activities in the Center. Children and staff represent a diverse population. The director of the center is a professor in the Teacher Education Department. Early childhood faculty offices are located in the new building. Also, the building includes a wireless café, student lounge and a 100 seat auditorium for professional development activities and other uses.

Located in private cubicles, each unit faculty office has a desktop and/or laptop computer to support teaching and learning. A conference room is available for meetings and professional development. A centralized printer, copier and fax machine are available in the unit for faculty use.

The AT&T Library and Technology Resource Center, located next to the Dr. Henry Givens, Jr. Administration Building (HGA), is designed to integrate the latest technology within a

traditional library setting. The library has wireless and wired connectivity, five computer labs, SmartBoard and mobile Smart Carts. A Telecommunity Room features high-tech teleconference facilities with a 6 by 8 foot projection screen and computer controlled podium. There is also a computer lab with 19 workstations, connected to the university's computer network and the Internet.

Technology infrastructure consists of a Ten-Gigabite Ethernet backbone, allowing the basic foundation for new technology applications requiring large data volumes. The university's wireless network also operates throughout the campus. Candidates can utilize the computer lab located in the HGA building or the computer center in Gillespie Hall. ([Exhibit 6d.14 List of facilities, including computer labs and curriculum resource centers](#))

2468/3000

6d.2. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to unit facilities may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

6e. Unit resources including technology

6e.1. How does the unit allocate resources across programs to ensure candidates meet standards in their field of study?

The unit has sufficient budget, facilities, equipment and other resources to fulfill its mission, offer quality programs and support teaching scholarship of faculty and candidates. This is due, in part, to the systems in place for managing fiscal affairs and the careful attention given to budgeting fiscal resources.

The unit allocates resources on an as-needed basis. The early childhood education, elementary education, middle school and secondary programs, as well as student teaching and field experiences are the areas of the unit that receive budgetary allocations. Each of these areas receives a portion of the budget based on anticipated enrollment. Throughout the year, as needs arise in one area, the monetary resources may be reallocated to accommodate needs. Non-monetary resources are allocated in the same way. All equipment, supplies, facilities and technology are allocated on the basis of historical usage or immediate need. The allocation of resources is meant to be equal across the unit, but if there is equipment failure or supply shortages, the resources are allocated to meet the needs of the particular incident.

1138/2000

6e.2. What information technology resources support faculty and candidates? What evidence shows that candidates and faculty use these resources?

In Spring 2009, a major renovation of all existing classrooms took place. All classrooms are now equipped with a Symposium system, including an overhead projector, VCR/DVD, LCD projection system and Internet access. The classrooms were also furnished with new tables,

chairs and white boards. The new William L. Clay, Sr. Early Childhood Development/Parenting Center, which opened in August 2009, also houses state of the art technology in eight classrooms, an auditorium and computer lab. All computer labs have also been upgraded for enhanced processing and speed.

Faculty and candidates have access to an updated Media Lab where professional media specialists support candidates and faculty with technology training. A “Smart” classroom, with a projector, screen, VCR, laser disk player, desktop computer, document camera, video/media distribution access, and 10 student computers, as well as a multi-purpose room with similar capabilities are available for faculty and candidate use. The institution provides continuous technology training and services for the unit’s faculty and staff.

Other information technology resources available for faculty and candidates are the Blackboard System and the MYHSSU web portal. Faculty use Blackboard for recording grades, sharing documents and other information, assigning tasks, tests and quizzes, and reaching candidates via email. Candidates can access their grade information, course documents and assignments, take tests and quizzes, and submit work via the digital drop box. Both parties can also use discussion boards, external links, and collaboration.

The MYHSSU web portal is used by faculty for recording attendance and midterm and final grades and by candidates for accessing this information.

Evidence that these information technology resources are used is located in syllabi with explanations of how each will be used and how candidate work will be evaluated. Also, attendance, midterm and final grades are submitted each semester via MYHSSU to the Registrar’s Office and the head of the Teacher Education Department. Finally, Blackboard provides a summary of usage for the faculty members. **(Exhibit 6e.15 Description of resources related to the unit assessment system and the use of information technology by faculty and candidates)**

2292/2500

6e.3. What resources are available for the development and implementation of the unit’s assessment system?

Prior to the Fall 2009 semester, data was collected and stored in the Statistical Program for the Social Sciences (SPSS); however, this method of collecting and storing data was changed after the expertise for navigating this system was not as readily available when the leadership of the unit changed. Data is now collected and analyzed using Microsoft Excel Software and Survey Monkey. The university has released a request for proposals (RFP) for a university-wide data system platform that would serve the needs of all of the departments of the institution, including the Teacher Education Department. The proposals have been opened and reviewed and a decision will be made during the spring 2010 semester so that the system will be operational beginning in Fall 2010 semester. **(Exhibit 2b.6 Procedures that ensure data are regularly collected)**

The Director of NCATE/DESE and Unit Assessments is working with a data entry specialist, data analyst and outside consultants to input, analyze and report data and convert this data to a Microsoft Excel database. In addition, the university's Department of Information Technology provides the unit with critical institutional data related to teacher education candidates.

Representatives from the unit have also attended two institutional orientation workshops where assessment was addressed, three recent annual conferences of the American Association of Colleges for Teacher Education and workshops provided by the Specialized Professional Associations.

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6e.4. What library and curricular resources exist at the institution? How does the unit ensure they are sufficient and current?

The AT&T Library and Technology Resource Center contains the university library, a computer lab and meeting rooms. The university is on-line with the statewide Missouri Online Bibliographic Information User System (MOBIUS) that affords borrowing from over 55 academic libraries containing over 20 million volumes. College students on both the main and south campuses may borrow any book in the statewide collection using the MOBIUS delivery and shuttle bus systems. The Missouri Research and Educational Network (MOREnet) provides the university with direct and inexpensive access to the Internet for all locations on campus.

The main collection of books supporting the degree programs is positioned at the north end of the main library. The south end contains specialized materials for urban multicultural studies, a curriculum collection of textbooks used in K-12, and the juvenile collection, containing over 10,000 books for children ranging from the Easy Readers for the very young children through young adult literature. It also contains a section of parent-teacher materials. Reference books and periodicals are housed with two special alcoves. Currently, the library's holdings exceed 150,000 volumes and over 500 periodical titles on the shelves, on microfilm and accessible through the Ebsco-Host database.

The computer lab provides additional learning space for faculty, staff, candidates and community members. The lab has 19 workstations which allow active learning. The workstations connect with the university's computer network and internet.

A Seminar and Archives Room displays rare, historically significant and valuable books. The room provides a board meeting table with operant technology for 20 people. It is designed for video teleconferencing with telephone, large television screen, VCR/DVD and computer connectivity.

The Telecommunity Room offers 50 seats for interactive video teleconferences, distance learning, satellite uplink and downlink and a computer classroom.

The unit ensures that the library and curricular resources are sufficient and current in several ways. The faculty members or the unit head make request to the library for related curricular

resources. The library staff welcomes suggestions for materials that will be useful for improving instruction in education courses. Monthly, the library staff shares new listings with the unit's faculty. Furthermore, each academic year, it has been a tradition for the Teacher Education Department to donate a Caldecott Award children's literature book to the library. ([Exhibit 6e.16 Description of library resources, including electronic resources](#))

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6e.5. How does the unit ensure the accessibility of resources to candidates, including candidates in off-campus, distance learning, and alternate route programs, through electronic means?

The unit does not have off-campus, distance learning and alternate route programs, however, the unit ensures the accessibility of resources to candidates through electronic means provided through the university's Information Technology Services. The utilization of resources by candidates is imbedded in the unit's academic program. Through teaching, advisement and mentoring, candidates learn how to use available resources. Candidates are referred to and encouraged to take advantage of tutoring, academic support services, participate in extracurricular activities or interact with faculty members on a significant level. Through active learning in the classroom, candidates use technology. The unit's faculty use technology to help candidates analyze teaching and learning, present information and demonstrate model lessons. Candidates use productivity tools for word processing, grading and record keeping, web page productions and presentations as well as subject specific software to create presentations, lectures, and assessments. The unit also prepares candidates to facilitate the use of technology in their future classrooms for and by their future P-12 students. Use of technology for and by P-12 students helps them to move into 21st century instructional activities available for problem solving and inquiry lessons.

Ensuring accessibility of resources to candidates is a university-wide endeavor assumed by the faculty, Teacher Education Council, and the Educational Technology Committee. At the end of each semester, candidates complete faculty course evaluations that inquire about the availability and use of resources in classes. Improvements are made based on the results of evaluations.

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6e.6. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to unit resources, including technology, may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Optional

1. What does your unit do particularly well related to Standard 6?

The unit is proud that every school and department in the university supports the unit in some way. All teacher education programs are staffed in collaboration with the Arts and Sciences,

Urban Specialization and Business faculty members to ensure that each program aligns with the national, state, local and university standards. Faculty members from each department were included in the writing of the SPA reports and development of key assessments.

Finally, the unit is extremely proud of its facilities which include, the new \$17.5 million William L. Clay, Sr. Early Childhood Development/Parent Education Center which provides services to the community, as well as field experiences for candidates in the early childhood program. The building is environmentally friendly and contains the latest technology including cameras which may be used to provide candidates with real-time observation of infant and toddler behavior. Classrooms and the 100 seat auditorium have already been used for professional development activities. Finally, the classroom renovation and technology upgrade project, a campus-wide endeavor, has greatly enhanced unit faculty members' ability to integrate technology into their courses and to teach best practices for using technology.