

NCATE Institutional Report

College of Education The University of Findlay April 9-13, 2005



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NCATE Institutional Report

The University of Findlay College of Education

Section 1: Overview of the Institution

The Institution

The University of Findlay (UF) was founded as Findlay College in 1882 by the Churches of God, General Conference (formerly Churches of God in North America) and the citizens of the city of Findlay. The institution is the only University affiliated with the Churches of God, and it acknowledges, preserves, and honors its Judeo-Christian heritage. The institution changed its name to The University of Findlay on July 1, 1989.

The University of Findlay is situated in a residential area of a city of 39,446 that has been named the best micropolitan community in Ohio and one of the top places to live in the United States. Findlay consistently has one of the lowest unemployment rates in Ohio. The city offers students opportunities for recreation, shopping, internships and employment. Although Findlay is surrounded by an area of small rural communities, three larger cities are within commuting distance from the Findlay campus. Toledo is 48 miles north, Lima is 33 miles south, and Fostoria is 16 miles east of the University. Findlay has a range of socio-economic levels with a median household income of \$40,883 (year 2000 census). The ethnic make-up is 7.2% minority (see [Findlay map and demographics](#)). A number of neighboring communities are racially and ethnically diverse, based upon the adjusted 2000 census. Lima has a population of 40,081 and 31.6% are ethnic/racial minorities (see [Lima Map and Demographics](#)). Fostoria has a population of 13,931 and 16.2% are minorities (see [Fostoria Map and Demographics](#)). Toledo has a population of 313,619 and 32.2% are minorities (see [Toledo Map and Demographics](#)). Ohio has a population of 11,353,140, with a minority population of 13.8% (see [Ohio Demographics](#)).

The University of Findlay has experienced tremendous growth in recent years. Its 2004-2005 enrollment of 4,881 students includes full-time and part-time students pursuing associates', bachelors' or masters' degrees. The University's diverse student body encompasses both traditional and non-traditional students, with approximately 900 living on campus. In addition, as of Fall 2004, 442 international students from 35 countries attend UF. Many programs are offered in the evenings and on weekends to accommodate non-traditional students with family and employment responsibilities, and selected courses are offered at satellite locations and distance learning sites.

Faculty and staff are focused on students, with personal attention, individual academic advising and a caring environment cited by students and alumni as hallmarks of their education at Findlay. Classes are taught by professors, not graduate assistants. Most faculty members have worked in their chosen professions, bringing a wealth of experience to the classroom, where their true love is teaching.

At UF, academic programs combine career-focused studies with a solid liberal arts foundation. Faculty members believe this is the best way to equip students for productive lives both in their professions and as contributing citizens to their communities. Service learning is greatly encouraged, and UF is a member of Campus Compact (see [Campus Compact](#)).

The University of Findlay is known for its innovative programs in environmental studies (environmental, safety and occupational health management), pre-veterinary medicine, equestrian studies, and technology management. The University also has taken non-traditional approaches to programs in business and education, which continue to draw a substantial number of students. UF also has built a reputation for its health professions programs in physical therapy, pre-medicine, occupational therapy, physician assistant, athletic training, nuclear medicine technology, physical education-strength and conditioning, pre-nursing and recreation therapy. One of UF's newest promising majors is hospitality management. In all, there are 63 majors leading to baccalaureate degrees.

As might be expected, Findlay also has embraced the Internet as a new method of delivering educational services. Currently, the institution offers the MBA and the Master of Science degrees in environmental management entirely over the Web. In addition, degree completion programs over the Internet are available in business management, criminal justice administration, technical communication and environmental, safety and health management. Many other classes at the undergraduate level also are available over the Internet, as well as a great number of training and professional development courses for people not enrolled in degree programs.

Organizational Structure

In 1994, The University of Findlay went through an administrative reorganization to respond to the evolving demands of new programs and expanding graduate programs. The reorganization included the development of three colleges, including the College of Professional Studies. The Dean of the College of Professional Studies served as the Director of the unit of Teacher Education.

Accreditation

The University of Findlay is approved by the Ohio Board of Regents (OBR). In 1993, The University of Findlay was accredited for 10 years by the North Central Association of College and Secondary Schools (NCA) with approval to offer the Master of Arts in Teaching English to Speakers of Other Languages (TESOL) and Bilingual Education (established in 1989), the Master of Arts in Education (established in 1992), and the Master of Business Administration (established in 1993). Both initial and advanced programs in professional education are accredited by the National Council for Accreditation of Teacher Education (NCATE) and offers certifications, validations, and endorsements approved through the Ohio Department of Education (ODE).

Context Statement of Licensure Programs

Over the years, The University of Findlay has prepared thousands of teachers, principals and superintendents. The College of Education has grown considerably during the last ten years. In 1999-2000, for example, there were 332 undergraduate students listed as Education majors. For 2004-2005 there are 430. Ten years ago, there were typically 15 student teachers enrolled each semester. Today there are between 75 and 125, depending upon the semester. Applications for teaching licenses have risen from approximately 50 to over 300 a year during the same time period. Graduate programs have grown to over 400 full and part time degree or license-seeking students with another 400 or more taking courses for professional development.

Licensure programs in the College of Education combine general education classes, professional education courses, content area courses, and field experiences. The programs are designed with a core of professional classes that are identical in all programs for the first two years. In the freshman year, this includes EDUC 161: Teaching as a Profession; EDUC 151: Diversity; and SPED 134: Inclusion & Collaboration for Educators, which introduces candidates to issues of special education. The sophomore block includes EDUC 262: Change, Teaming and Mentorship, a class focusing on interpersonal skills, and SPED 261: Implications of Brain Research for Teaching and Learning. This innovative course is a signature class for the College of Education and distinguishes UF programs from those of other universities. College faculty believes that brain research holds the key to understanding how the brain functions as the organ of learning and how teaching environments can be structured so that all students can learn. The federal No Child Left Behind legislation can be supported through best practices derived from brain research.

Currently, the College of Education offers licensure or endorsements in 20 undergraduate and post-baccalaureate areas (see [Number Candidates in Licensure Programs](#)). The Specialized Professional Association (SPA) of each area is also indicated on the following chart, in addition to the number of candidates enrolled in each program.

Programs	Specialized Professional Association (SPA)	Award Levels U- undergraduate PB - post-baccalaureate G - graduate	Number of Candidates	Status of Reviews
Early Childhood	National Association for the Education of Young Children (NAEYC) and the Division of Early Childhood (DEC) or the Council for Exceptional Children (CEC)	U/PB	U = 173 PB = 58	Submitted to NCATE as part of a pilot program approval process in November 2004.
Middle Childhood	National Middle School Association (NMSA)	U/PB	U = 66 PB = 36	In rejoinder
Intervention Specialist	Council for Exceptional Children (CEC)	U/PB/G	U = 36 PB = 48 G = 17	Submitted to NCATE as part of a pilot program approval process in November 2004.
Adolescent/ Young Adult (AYA) Math	National Council of Teacher of Math (NCTM)	U/PB	U = 34 PB = 2	Approved
Adolescent/ Young Adult (AYA) Life Science and Integrated Science	National Science Teachers Association (NSTA)	U/PB	U = 15 PB = 11	Approved
Adolescent/ Young Adult (AYA) Earth Science and Life Science/ Chemistry	National Science Teachers Association (NSTA)	U/PB	U = 3 PB = 12	Approved
Adolescent/ Young Adult (AYA) Language Arts	National Council of Teachers of English (NCTE)	U/PB	U = 12 PB = 12	Approved
Adolescent/ Young Adult (AYA) Social Studies	National Council for Social Studies (NCSS)	U/PB	U = 37 PB = 15	Approved

Programs	Specialized Professional Association (SPA)	Award Levels U- undergraduate PB - post-baccalaureate G - graduate	Number of Candidates	Status of Reviews
Multi-Age Visual Arts	No SPA	U/PB	U = 13 PB = 15	Approved
Multi-Age Health	American Association for Health Education (AAHPHERD)	U/PB	U = 3 PB = 0	Submitted to NCATE as part of a pilot program approval process in November 2004.
Multi-Age Physical Education	National Association for Sport and Physical Education (AAHPHERD)	U/PB	U = 16 PB = 6	Approved
Multi-Age Japanese	No SPA	U/PB	U = 1 PB = 2	Approved
Multi-Age Spanish	No SPA	U/PB	U = 3 PB = 3	Approved
Multi-Age Drama/Theater	No SPA	U/PB	U = 1 PB = 2	Approved
TESOL Endorsement	Teachers of English to Speakers of Other Languages (TESOL)	U/G	G = 4	Approved
Reading Endorsement	International Reading Association (IRA)	U/PB/G	U = 0 PB = 25 G = 6	Approved
Early Education of the Handicapped (EEH) Endorsement	National Association for the Education of Young Children (NAEYC) and the Division of Early Childhood (DEC) or the Council for Exceptional Children (CEC)	G	G = 3	Approved
Technology Endorsement	International Society for Technology Education (ISTE)	G	G = 25	Approved
Principal	Educational Leadership Constituent	G	G = 83	Submitted to NCATE as

Programs	Specialized Professional Association (SPA)	Award Levels U- undergraduate PB - post-baccalaureate G - graduate	Number of Candidates	Status of Reviews
	Council, representing the American Association of School Administrators (AASA), the Association for Supervision and Curriculum Development (ASCD), the National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP).			part of a pilot program approval process in November 2004.
Superintendent	Educational Leadership Constituent Council, representing the American Association of School Administrators (AASA), the Association for Supervision and Curriculum Development (ASCD), the National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP).	G	G = 16	Submitted to NCATE as part of a pilot program approval process in November 2004.

Candidates have been able to earn certificates/licenses and endorsements through the graduate program since its inception in 1992. After the state standards changed from certification to licensure, a new Alternative Entry Master's Degree program was approved. This enabled candidates with baccalaureate degrees to earn initial teaching licenses at the same time they earned their master's degrees. In the fall of 2001, following the advice of the Ohio Department of Education, the Alternative Entry program was dropped in favor of post-baccalaureate licensure. Post-baccalaureate licensure programs closely parallel undergraduate licensure programs. It is important for candidates entering post-baccalaureate licensure programs to understand the difference between licensure and the master's degree. Candidates' undergraduate transcripts are evaluated against the check sheets of their chosen licensure areas. Most professional education courses can be taken at the graduate level, but missing content area classes sometimes must be taken at the undergraduate level. Most post-baccalaureate licensure programs require more than 33 semester hours. If students elect to earn a master's degree at the same time they are working on licensure, they can do so by adding the leadership core. Program changes in the spring of 2003 were in response to the need to align the post-baccalaureate programs with the undergraduate programs. For example, there was a need for Adolescent/ Young Adult (AYA) and Multi-Age programs to contain both a special and a general methods course. This had been inconsistent prior to this program change.

Off-Campus Programs

The College of Education has begun to offer selected off-campus programs. Since 2001, the reading faculty has been involved with the Toledo Public Schools Reading Academy, which allows teachers in the district to work toward a reading endorsement. These courses are taught the Ellis Center in Toledo, Ohio. Although the College of Education does not currently offer programs off-campus, the College is seeking approval of the Higher Learning Commission and the Ohio Board of Regents to approve the Ellis Center as an off-campus site. This is because teachers who have earned reading endorsements would now like to complete their Master of Arts and Education degree with an emphasis in reading.

The College of Education also has been asked to offer courses leading to the district leader (superintendent) license at an off-campus site. This is scheduled to begin during the 2005-2006 academic year.

Distance Learning Programs

The College of Education offers two programs via distance learning. One is the technology endorsement, which is offered at the graduate level only. Course offerings and assessment procedures for this program are identical to those of the on-campus technology endorsement program. The other program, which trains non-teaching personnel, is the Human Resources Development strand of the Master of Arts in Education. These programs have been available online for two years.

Most faculty members in the College of Education utilize BlackBoard to support their courses. All distance courses at The University of Findlay utilize BlackBoard.

Changes in the Unit Since the Last NCATE Visit

There has been much change in UF's professional education unit and programs since the last NCATE visit. The unit at that time was contained within the College of Professional Studies, which also included Business and TESOL (Teaching English to Speakers of Other Languages). In 1999, the College of Professional Studies was split into the College of Education (COE) and the College of Business (COB). The TESOL program was moved to the College of Liberal Arts and continued to offer endorsements in TESOL and Bilingual education. The Dean of the College of Education is the appointed head of all professional education programs. Since 1999, the College of Education has had three deans. Dr. Melissa Cain has been dean since 2001. In addition, the University appointed a new president (July, 2003) and a new Vice President for Academic Affairs (January 2004). The Director of Field Experience was appointed effective Fall 2003.

In 1998 the College of Education also underwent major program redevelopment due to changes in state teacher licensing standards in Ohio. Freshmen entering in fall 1998 were required to meet state standards in the new programs. At this time, the state moved away from the structure of Elementary Education and High School certification to licensure in the age-ranges of Early Childhood (grades P-3), Middle Childhood (grades 4-9), Adolescent/Young Adult (AYA, grades 7-12), and Multi-Age (grades K-12). The Special Education program was changed from an area of concentration for an elementary certificate to an Intervention Specialist (ages 5-22) license for children with mild to moderate disabilities. At this time, state law required all candidates in the licensure areas of Early Childhood, Middle Childhood, and Intervention Specialist to take 12 semester hours of reading, 3 hours of which would be a phonics class. During the transition period, candidates were permitted to complete 6 of the required 12 reading hours in the first two years after they earned their first teaching licenses. Reading endorsements were designed to be license specific and each program was required to have a license-specific reading course. The state legislature changed this requirement for candidates entering professional education programs after January 1, 2003. Now all candidates in the licensure areas of Early Childhood, Middle Childhood, and Intervention Specialist are required to take all twelve semester hours of reading before earning their first license. In addition, the reading endorsement reverted to the K-12 age range, i.e. it was no longer license-specific. In March 2003, the new reading core and endorsement programs were submitted to, and subsequently approved by, the Ohio Department of Education for approval.

Ohio's partnership with NCATE requires all programs to be reviewed either the state or the appropriate Specialized Professional Associations (SPAs). Approval of a given program by the Ohio Department of Education equates to national recognition by the SPA because all Ohio programs are built upon SPA standards. In the Fall 2001, in anticipation its forthcoming NCATE visit, the College of Education sent all programs to the Ohio Department of Education (ODE) for review. Any program that had changes in its SPA standards was required to undergo a full folio review, including materials such as outcomes matrices and syllabi. Not long after that, the Ohio Department of Education moved to its current method of program review, which is that all programs must be sent to ODE for review within 18 months of the revision of their SPA standards. This rotation resulted in a

rewrite of the Early Childhood, Intervention Specialist, Middle Childhood, Multi-Age Health, Principal, and Superintendent programs in 2004. The College of Education is part of an NCATE pilot program approval process for all of these programs. These programs were sent to NCATE in November 2004. The Middle Childhood program, which was not part of the NCATE pilot, was submitted to ODE in June 2004 and currently is in rejoinder status.

In addition to program approval by SPAs, the Ohio Department of Education required matrixes documenting how all UF programs address the new Ohio K-12 content standards in language arts, mathematics, social studies, and science. This required the College of Education to identify where all K-12 standards are taught to UF candidates and where they learn to incorporate those standards in their planning for children. This work is complete and has been approved by the Ohio Department of Education.

Section II: Overview of Conceptual Framework

The College of Education faculty developed its conceptual frameworks prior to the 1995 NCATE visit. At that time, there were three frameworks, one each for the undergraduate program, the graduate program, and the TESOL master's program. In 2001, the faculty decided to consolidate the original frameworks so that one document represents all programs. The graphic representation of the conceptual framework is a classical Greek temple. The steps are the foundations of all of the programs: professionalism, research, content/standards, and learner-centered pedagogy. The roof contains the overarching concepts of the program: the theme of "Reflective Practitioners and Life-Long Learners," clinical practice and technology integration. The pillars contain supporting concepts: assessment, collaboration, innovation, and diversity. The conceptual framework is a living document. Over the years, the faculty has modified some of the language consistent with changes in the teaching profession. It is fully expected that additional enhancements will be made in the future. See [Complete Conceptual Framework with Knowledge Base](#).

Changes in Current Conceptual Framework 1995 to 2005

The most significant changes in the College of Education's conceptual framework involve utilizing the framework to provide coherence within the unit. The conceptual framework is no longer merely a graphic representation of some ideas the faculty considered important. Rather, the conceptual framework is integrated throughout the unit's programming (see [Coherence](#)). The challenges over the last six years have included: 1) developing an assessment system that truly reflects the conceptual framework; 2) institutionalizing the collection of data that supports the assessment system; 3) identifying and articulating dispositions essential to effective teaching; 4) determining fair, consistent, and accurate assessments of dispositions and implementing them; 5) focusing candidates on their impact on student learning; 6) ensuring that the entire assessment system is fair, consistent, and accurate; and 7) utilizing assessment data for continuous improvement of the unit. Consistent with NCATE's current performance-based standards, the College of Education made significant changes in how its conceptual framework is utilized to improve its programming.

Lesson Plan Format

The College of Education developed a lesson plan format, which address the UF goals and objectives, i.e. Praxis/Pathwise Domains and Criteria. This standard format is used during all field experiences in a candidate's licensure program. A strong feature of the format is that it supports the theme of Reflective Practitioners by providing space for candidates to write their reflections about how well a lesson went when it was actually taught during a given field experience. The College of Education lesson plan format was entered into *College LiveText* beginning Spring 2004. Candidates can access the UF lesson plan format online and create their lesson plans utilizing outcomes from pull-down menus. This enables them to easily address the standards of their programs' national specialized professional associations (SPAs) and the Ohio K-12 content standards. The lesson plans are assessed using a common

assessment rubric. Thus, performance expectations for all candidates are aligned with professional, state, and institutional standards (see [Lesson Plan Format](#)).

Instructional Strategies

Faculty members in the College of Education are pragmatic in their approach to teaching. They share a belief that they should be role models of best practices in the classes they teach so that UF candidates will be able to draw from a variety of instructional strategies in their planning for P-12 students. Faculty members typically use any of the following instructional strategies in teaching College of Education classes: lecture, discovery, problem solving, laboratory/clinic/ practicum, practice/drill, viewing/listening/answering, independent learning, discussion, questioning, role playing/simulation, journal writing, cooperative learning, debate, case study, library/Internet research.

Assessment System

The College of Education has an assessment system in place and uses it to improve programs. This plan assesses performance of all licensure candidates at defined gateways. Data from the assessment system is aggregated and analyzed for each of the licensure programs. The College of Education adopted assessment frameworks for both the undergraduate and the post-baccalaureate licensure programs in May 2002 and began implementing them during the 2002-3 academic year. The undergraduate assessment framework has four levels designed with increasing expectations as candidates develop their pedagogical and content knowledge and skills. The post-baccalaureate assessment framework has three levels. Level I is Awareness and Dispositions for both levels and includes the beginning of the portfolio process. At the undergraduate level, the focus of the Level II assessment is Developing Theoretical Knowledge, Level III is the Teaching and Learning Cycle, and Level IV is Professionalism. At the post-baccalaureate level, the focus of the Level II assessment is Developing Theoretical and Practical Knowledge and the Level III assessment is Professionalism. The GPA requirement is 2.75 for undergraduate and 3.0 for post-baccalaureate. Undergraduate candidates must pass the Praxis I tests of basic skills in math, reading, and writing with scores of 172 in math and writing and 173 in reading to be admitted into the sophomore block, the gateway into the professional program. Candidates who entered The University of Findlay with a composite ACT score of 21 or a composite SAT score of 970 are exempted from the Praxis I requirement. This is not required of post-baccalaureate candidates since they already have earned a bachelor's degree. Candidates must also have no grade lower than a "C" in professional education courses in the undergraduate program ("B" in the post-baccalaureate program). The GPA and minimum grade requirements have been part of the assessment of candidates since the early 1990s.

Duane Philipp, the College of Education Licensure Officer, conducts licensure audits at the sophomore level and again at the student teaching level. Each candidate's GPA also is monitored by Duane and by Ron Philipp, who is the Praxis Coordinator. Advisors are contacted and letters are sent to candidates if (1) their GPAs fall below the minimal levels; (2) they have not passed Praxis I; or (3) they have not completed the prerequisites to the various blocks (see [Sample Letter](#)). Candidates who have not met the requirements of the

assessment plan are advised that they must enroll in appropriate classes outside the professional blocks until they address their deficits. The current College of Education Assessment Framework also includes a portfolio process and dispositions assessments. Candidates are considered program completers when they pass Praxis II and have successfully passed all other aspects of the assessment framework, including student teaching and all portfolios. Once they become program completers, candidates may apply for their teaching licenses. The COE Assessment Framework was approved by the COE in May 2002 and was reviewed by the Education Advisory Council in February 2003 and again in June 2004.

The UF assessment system also includes unit (see [Unit Assessment Framework](#)) and faculty (see [Faculty Assessment Framework](#)) assessment. All courses in the College of Education are assessed using any or all of the following: an informal midterm needs assessment, the standard University of Findlay faculty evaluation, and/or exit evaluation interviews and surveys. Faculty members also may choose to peers to observe and evaluate them. The Dean of the College of Education reviews faculty and course evaluations each year. Faculty members also complete an annual self-evaluation (see [Faculty Self-Evaluation](#)). They address issues raised in their student evaluations in these self-evaluations, which they discuss during their annual meetings with the Dean and in their tenure and promotion dossiers.

Unit assessments are accomplished in a variety of ways. First, all student teachers complete exit surveys at the conclusion of their final field experience (see [Student Teacher Exit Survey](#)). A parallel survey is completed by their cooperating teachers (see [Cooperating Teacher Survey](#)). At the methods level (junior year for undergraduates), candidates complete a field debriefing form, which asks questions about whether they felt prepared for the demands of their methods field experiences (see [Methods Field Debriefing Form](#)). A satisfaction survey of employers was designed and distributed in 2001-2 (see [Employer Survey](#)). The plan is to repeat this at five-year intervals since it would be inappropriate to overburden employers by asking for redundant information. The latter survey provides information about how well UF candidates are doing in their teaching positions. Currently, the College of Education is preparing these surveys for web-based dissemination so that data from them can be easily aggregated. The College also is considering other ways to find out where its graduates are employed, such as using Ohio's Education Management Information System (EMIS). The unit also monitors Praxis II and III pass rates as indicators of program effectiveness.

Education Advisory Council

The College of Education reviews its conceptual framework, programs, and assessment system with its Education Advisory Council (EAC). The Education Advisory Council provides a forum for stakeholders to have input into the decision-making of the college. The Education Advisory Council is made up of the COE faculty, faculty and administrators from the public and private schools served by the College of Education, Arts and Sciences faculty from UF, and other community stakeholders (see [Education Advisory Council List](#)). On occasion, the council is divided into focus groups of experts in specific program areas. These

focus groups also provide input for the program writing process. Adjunct faculty members and field supervisors are involved in the process as well.

The Education Advisory Council met in February 2002 for the sole purpose of establishing professional development school relationships with UF school partners. This was in response to NCATE's new standards for Professional Development Schools. The February 2003 and June 2004 meetings were more comprehensive. Issues such as technology integration, the conceptual framework, the assessment system, individual programs, and NCATE requirements were reviewed. The Dean of the College of Education submits reports to the Education Advisory Council summarizing the results of each meeting and the changes that were made on the recommendation of the Education Advisory Council (see [EAC Report 2003](#) and [Report to EAC 2004](#)).

Changes to Conceptual Framework

Since the 1998 joint Ohio/NCATE visit, the Conceptual Framework has gone through some revisions. To accommodate the graduate program's continuing education approach, the theme of "Reflective Practitioners" has been expanded to "Reflective Practitioners and Life-Long Learners." Some of the wording in the graphic was changed as well. For example, Field Experiences was changed to Clinical Practice to reflect a broader view of field experience since candidates engage in all kinds of clinical experiences throughout their programs, including tutoring children in the HOSTS or Language Art Mentoring Program (LAMP) programs. LAMP was started by Dr. Kim Forget, who is Director of Reading for the College of Education and also holds a joint appointment with Hancock County Schools as their Language Arts Curriculum Coordinator. LAMP utilizes trained volunteers to mentor children in the local schools who are at-risk of failure in language arts. Freshmen in the College of Education participate in a modified LAMP program as part of their Introduction to the Teaching Profession course. The Professionalism/Leadership step was changed to reflect the leadership focus of the graduate program and to recognize that UF is preparing future and current teachers for their professional roles in education (see [Conceptual Framework Graphic](#)).

Shared Vision

The College of Education faculty shares its conceptual framework on every syllabus. The College reviews the conceptual framework at each annual meeting of the Education Advisory Council and at the May retreat of College of Education faculty. Adjuncts are given the syllabus template, which includes the conceptual framework so that they too will stress the College's conceptual framework in their classes. In addition, conceptual framework course descriptions on each syllabus include the language of the conceptual framework and demonstrate how the various aspects of it are incorporated into course concepts. These syllabi are used by all faculty members who teach a course, whether they are adjunct or regular faculty. It should be noted that The University of Findlay has institutionalized its syllabus format (see [UF Syllabus Template](#)) based upon those developed by the College of Education and the College of Health Professions. This standardized format is used for all content area courses that are taught by faculty members in Arts and Sciences who teach

College of Education candidates. The conceptual framework also is posted around the University and is shared with candidates every semester. The conceptual framework is shared annually with the Education Advisory Council.

Coherence and Commitment to Diversity, Technology, and Professional and State Standards

As indicated above, the graphic representation of the College of Education's conceptual framework is a simple Greek temple with four pillars, steps and a roof. Each part of the temple contains an expression that represents a concept that is contained within the unit's conceptual framework. This basic graphic serves the unit well in that it is easy to describe and easy for candidates to understand. Over the years, simple questions have been developed to assist candidates in their understanding of the basic concepts of the conceptual framework (see [Conceptual Framework Student Questions](#)). These are in a format that asks the candidates to reflect upon whether or not they know and can implement each concept. Coherence results, in part, from a basic understanding of this graphic representation by faculty, candidates, cooperating teachers, supervisors, and adjunct faculty members. The concepts of it are interwoven throughout the programs.

The theme of the program, **Reflective Practitioners and Life-Long Learners**, is borne out in the College of Education's programs through the lesson plan format, which requires reflection on every lesson taught. One of the program assessments recently submitted with NCATE pilot programs was a reflection assessment derived from lessons taught during field experience. Once approved, this will have a separate assessment rubric in *LiveText*. Candidates also build their portfolios with evidence that shows how they can address the four domains and nineteen criteria of Praxis/Pathwise. Candidates must articulate why they selected the artifacts they did, which is another form of reflection.

Clinical practice is integral to the conceptual framework of the College of Education. One of the strongest features of the programs of the College of Education is that field experience is woven into programs from freshman level through student teaching. In their freshman year, in EDUC 161: Introduction to the Teaching Profession, all candidates participate in an initial field experience, during which they tutor children in reading. This is true for post-baccalaureate licensure candidates as well as undergraduate candidates. Undergraduate candidates participate in an additional field experience during their sophomore block. These early field experiences allow candidates to decide whether or not teaching is the profession they wish to pursue. The methods field experience, which is included in the junior block for undergraduate candidates and is connected to general methods for post-baccalaureate candidates, is the first field experience that focuses in the candidate's area of licensure. This intense field experience prepares candidates for student teaching. At this level and during student teaching, all candidates prepare a portfolio addressing all four domains and 19 criteria of Praxis/ Pathwise evaluation, which is the Entry Year assessment all teachers in Ohio must pass to earn their first five-year teaching license. The portfolio system actually is introduced in the Introduction to the Teaching Profession course (see [Level 1 Portfolio Rubric](#)). Candidates continue to build their portfolios throughout their programs.

The Praxis/ Pathwise domains and criteria assist the College of Education in attaining coherence within programs. Adopting them as the major part of the unit's objectives make sense considering their importance to beginning teachers in Ohio (see [COE Goals & Objectives](#)). After several years of using the domains and criteria in the portfolio process, the faculty is fully convinced that they provide an effective framework for professional education at UF. As a result, UF candidates have passed Praxis III in their entry year at a rate of 100% and at scores that exceed Ohio's average in all four domains (see [UF Praxis III Compared to OH](#)). Domain A is "Organizing Content for Student Learning;" Domain B is "Creating Environments for Student Learning;" and Domains C is "Teaching for Student Learning." All of these domains relate to the step on the College of Education's conceptual framework that refers to **learner-centered pedagogy**. Because the portfolio system is also built around the Praxis/ Pathwise domains and criteria, candidates are constantly thinking about teaching for student learning. They collect student work samples and analyze them to show that their teaching has an impact on the students they are teaching.

Domain D is "Exhibits Professionalism as a Teacher." **Professionalism** is also a step on the graphic representation of the College of Education Conceptual Framework. Professionalism is addressed additionally in the course called Career Professionalism that is included in every program. The Career Professionalism course emphasizes what it means to be in the teaching profession across the career span.

College LiveText is also an excellent tool that supports coherence across the College of Education's programs (see [College LiveText Home Page](#)). One of the other steps of the conceptual framework is **Content /Standards**. A benefit of *College LiveText* is that it allows candidates to address standards through drop-down menus and also to search the standards by topic and grade level. These standards are the Ohio K-12 content standards, as well as the standards of the specialized professional association for each licensure area. In addition, *College LiveText* assists the unit in integrating **technology**, which is one of the overarching concepts of the conceptual framework. Candidates use a wide variety of technology tools when they built their portfolios in *College LiveText*. Portfolios are entirely electronic and consist of uploaded files in PowerPoint and Word, digital photographs, scanned documents and video clips. Candidates also may select from over 25,000 video clips in United VideoStreaming, a partner of *College LiveText*, to enhance their lessons. For example, a candidate developing a lesson on Dr. Martin Luther King Jr. may select the "I Have a Dream" speech to insert into a lesson. Thus candidates are encouraged to use technology not only for personal and professional management, but also in their lessons with students in schools.

The pillars of the graphic representation of the conceptual framework of the College of Education contain four words that are concepts which the faculty considers to be essential supports of its programs: Assessment, Collaboration, Innovation, and Diversity. **Assessment** is the focus of the entire teaching and learning cycle. Through the portfolio system, candidates learn to constantly think about assessing their students' learning. In addition, the unit has an assessment system, not only for the candidates' learning, but also for the unit itself. The unit assessment system includes a faculty assessment as well as program

evaluation and follow-up assessment of candidate success. This will be more thoroughly discussed under Standard 2.

Collaboration is another important aspect of professionalism. Candidates must learn to collaborate with their colleagues in the public schools and must learn to help their students collaborate with each other using such techniques as cooperative learning. In SPED 134/EDUC 509: Inclusion of Children with Mild to Moderate Disabilities in the Regular Classroom, both undergraduate and post-baccalaureate candidates learn to collaborate with special education teachers and the families of children with special needs. The unit also collaborates with colleagues in the College of Liberal Arts and the College of Science, stakeholders in the public schools, cooperating teachers, and supervisors and the development of its programs.

Innovation is integral to being a reflective practitioner and a lifelong learner. Teachers must constantly be on the lookout for promising practices that will enhance student learning. One of the innovative aspects of the unit's undergraduate programming is its emphasis on medical brain research. All candidates take SPED 161: Implications of Medical Brain Research on Teaching and Learning. The faculty of the College of Education believes that understanding medical brain research helps candidates determine best practices. The faculty also believes that they must model best practice so that candidates can see it in action. This means that the faculty incorporates techniques like cooperative learning, web quests, integrated thematic teaching, multiple intelligences activities, think-aloud activities, modeling, problem-based learning, and critical thinking into their teaching. The faculty is also focused on student success, modeling this philosophy to candidates.

Diversity is a concept to which the unit is committed in a variety of ways. First, it is important for candidates to understand and appreciate the diversity of the children in their charge. The unit takes a broad definition of the term diversity and includes not only ethnic and cultural diversity, but also gender, developmental, socioeconomic and learning styles diversity. Children with exceptionalities contribute to a diverse setting. It is important for candidates to also appreciate the diversity of their colleagues and the communities in which they work. Part of successful collaboration concerns understanding the community. The unit guarantees that every candidate will have at least one field experience placement in a school that is considered culturally diverse. This is part of the coherence that the conceptual framework provides.

Research is another foundational concept in the conceptual framework that lends coherence to the programs, which is why it was placed on the steps of the graphic. Research is at the base of all decisions about content in the unit's programming. The focus on medical brain research is an important piece of this, but is not all. Scientifically-based research is a focus of the reading core courses, as well as of the pedagogy and content courses. In addition, action research is an integral part of the student teaching experience. All candidates for initial licenses take EDUC 481: Action Research with their student teaching and conduct an action research project relating either to student behavior or student learning in their assigned settings. These action research projects follow a research model that includes identifying a research question, reviewing the related literature, identifying and applying an intervention,

gathering data, reflecting upon results, and writing conclusions. Candidates present the results of their action research projects during the student teacher dinner at the end of each semester. Candidates for advanced degrees also take a research course as part of the leadership core.

In order for the conceptual framework to truly work within the unit, the faculty must be prepared to understand and implement all aspects of it. Therefore, the unit has provided professional development for faculty in the form of speakers, consultants, and retreats during which various aspects of the conceptual framework were topics of focus. For example, a consultant from Educational Testing Service came to The University of Findlay for two days to teach the faculty how to incorporate content from Praxis II tests into their teaching and how to read the data that ETS provides the unit on the success of its candidates with the Praxis II tests. The unit also supports the professional development of its faculty in terms of attendance and or presentations at local, state, and national conferences. Faculty members are encouraged to share the results of their professional development activities with colleagues and candidates. Part of the faculty assessment system includes reporting professional development.

Professional Commitments and Dispositions

The unit is committed to candidate and student learning. Faculty members within the unit, as well as those who teach content area classes within the College of Liberal Arts and the College of Science, are focused on the learning of the candidates. Part of this commitment is making the expectations for each course clear. The universal syllabus template used at The University of Findlay ensures that all candidates understand the goals and objectives of each course, as well as the assignments and grading system (see [UF Syllabus Template](#)). Pedagogy courses taught through the College of Education have assignments posted in *College LiveText*. Candidates share these assignments with professors for grading. A common rubric is used for grading in all course sections to ensure that grading is fair, consistent, and accurate. Because the candidates can see that grading rubric before turning in their assignments, they can make sure that they have addressed all aspects of each assignment. In addition, faculty members allow candidates to turn in practice assignments and make corrections so that each final assignment is in the acceptable or target range. *College LiveText* tracks these “practice” assignments, as well as the “official” ones.

The commitment to student learning is evident through the portfolio system. Candidates are encouraged to gather student work samples and analyze them, reflecting upon how they represent student learning. This is part of the teaching, learning, and assessment cycle. This focus begins in the methods field experience and continues during student teaching, culminating with the action research project.

Candidate dispositions have been the focus of much discussion within the unit and with the Education Advisory Council of stakeholders, as well as with the candidates themselves. The specifics of this will be discussed under Standard 1, Element 6. In the final analysis, the dispositions were related to the performance standards of Pathwise/Praxis and INTASC and became part of the field experience evaluation forms (see [Field Experience Evaluation](#)

[Form](#)). Candidates begin self-assessing their dispositions in their Introduction to the Profession course. Their professors assess them on the same form using a common rubric (see [Self and Professor Assessment of Dispositions](#) and [Dispositions Assessment Rubric](#)). Because of the close connection between the UF outcomes and the dispositions assessments, the faculty is confident that the dispositions are understandable to candidates and that they reflect the conceptual framework of the unit.

Section III: Evidence for Meeting Each Standard

Standard 1: Candidate Knowledge, Skills, and Dispositions

Element 1: Content Knowledge for Teacher Candidates

In Ohio, candidates take Praxis II tests in their area of licensure. There is a PLT (Principles of Teaching and Learning) test for every licensure area, as well as a content knowledge test for most licensure areas. Cut scores are set by the Ohio State Board of Education (see [OH Praxis II Test Information](#)). The College of Education's licensure check sheets list the Praxis II tests required for each licensure area. Ohio tends to have high cut scores on Praxis II tests. The pass rates of candidates from the College of Education surpass those required by NCATE's 80% rule (see [Program Completers Taking and Passing Praxis II](#)). The College of Education does not consider a candidate to be a program completer until he/she has passed all required Praxis II tests. In addition, Educational Testing Service does not report cohort groups of fewer than 10 candidates. By the time cohort groups are finalized for the Title II report, the 80% rule is met. The Ohio Department of Education has been reporting Praxis II results in Ohio since 2001, when the first "Teacher Quality Report" came out. In the "Teacher Quality Report," pass rates are only listed when at least 10 candidates have taken the test (see [UF 2002-3 Title II Teacher Quality Report](#)).

The College of Education is in the process of requiring a content knowledge portfolio for each area of licensure as part of the portfolio system. This will all allow us to collect data on UF candidates' ability to address the content standards set by the specialized professional association (SPA) of their licensure area. The college is beginning to collect data from this assessment. In addition, GPA is considered to be an indicator of the acquisition of content knowledge in the major, as is acceptable performance at each level in the unit's assessment plan.

As indicated above, Ohio's partnership with NCATE is such that program approval at the state level results in national recognition. The University of Findlay's College of Education has maintained program approval for all licensure programs. In Ohio, programs must be resubmitted with 18 months of standards changes. Because of standards changes, some programs are currently in the program approval process. The unit piloted the new NCATE pilot program approval process for the Early Childhood, Intervention Specialist, Health Education, Principals, and Superintendents programs, submitting them in November 2004. The Middle Childhood program was submitted to the Ohio Department of Education in June 2004 using the old format. This program is in rejoinder status.

If any pattern has emerged from the program approval process, it is that the unit needs to collect data about the content knowledge of all candidates. The unit addressed this in Spring 2004 by adopting *College LiveText* and in Fall 2004 by incorporating content portfolios within the portfolio assessment system. These content area portfolios will allow candidates to demonstrate that they can address the standards of their specialized professional association (SPA). In addition, candidates will have a reading portfolio to demonstrate that they can address the standards of Ohio/IRA for reading. In January 2005, the Program

Directors were trained on how to derive data from *LiveText* concerning the pedagogical and content knowledge of candidates in their licensure area. Some of the data that was sent to NCATE with the programs in the pilot approval process was not available in *LiveText* and was gathered through manual means. In February 2005 *LiveText* did an additional training with the faculty on how to develop the Exhibits Room, which is the tool for aggregating and reporting data. As a result of this examination of assessment data, the faculty is adjusting assignments and rubrics.

Finally, part of the new NCATE program approval process is to determine a content assessment specific to each licensure area. This will be one of the six to eight required assessments. In December 2004, the AYA and Multi-Age Program Director met with the Content Area Directors to ask them to begin thinking about the content specific assessment they would like to incorporate into each program. A scoring rubric, ensuring that assessments are fair, consistent, and accurate, will be developed for each of these assessments and will be entered in *LiveText*. The Area Program Directors are ultimately responsible for scoring these content assessments, though other faculty may be involved. Once the unit is notified that the new programs are approved, this will be implemented, which should be in Fall 2005.

Over all, candidates for licensure in the College of Education do well on their assessments. This is in part due to the fact that faculty members make it clear to candidates what they must do to succeed with their assessments. Assessments are outlined in *College LiveText*, and the assessment rubrics are posted so that there are no surprises for candidates (see example of [Level 2 PB Portfolio Rubric MC AYA](#)). Most faculty members will ask a candidate to recycle any assessment that is not at acceptable or target levels. To be fair, consistent, and accurate, the College of Education generally uses a three level assessment rubric with the following categories: Unacceptable, Acceptable, and Target. Descriptions of each category make it clear to candidates what they must do to succeed. Growth over time can be demonstrated as well, due to the fact that some rubrics are repeated at multiple times throughout a candidates program. An example of this is the lesson plan assessment rubric (see [Basic Lesson Plan Assessment Rubric](#)). Another example is the field experience evaluation form, which is the same at the methods and student teaching levels in both the undergraduate and post-baccalaureate programs (see [Field Experience Evaluation Form](#)).

Candidates fill out a field debriefing form (see [Methods Field Debriefing Form](#)) at the completion of their methods of field experience. At the end of the student teaching, both the cooperating teachers and the candidates fill out a student teacher exit survey (see [Student Teacher Exit Survey](#) and [Cooperating Teacher Survey Form](#)). These surveys ask pertinent questions about the programs and information from them is aggregated by program (see example [Cooperating Teacher Survey FA03 by Program](#) and [Student Teacher Exit Survey Results Fall 2003](#)). Candidates and cooperating teachers are both positive about the content knowledge of UF candidates.

A follow-up survey of employers was completed in 2001 (see [Employer Survey](#)). This survey was generally positive about candidates' content knowledge (see [Employer Survey Results Chart and Legend](#) and [Employer Survey Results Description](#)). It is difficult to do

follow-up surveys, due to the fact that candidates do not always inform The University of Findlay as to their employment and permanent addresses following graduation. In order not to overburden employers, the unit decided to send out the follow-up survey of employers once every five years. In the past, the unit did one year, five-year, and 10-year follow-up surveys of graduates. The one-year survey was a simple card updating their addresses. Currently, this is part of the work of the UF Alumni Association. Because programs have been changing so quickly in Ohio, the faculty question whether or not ten-year follow-up surveys can provide useful information about current programs. It is likely that the unit will focus on five-year follow-up surveys in the future.

Advanced Programs

To be admitted into advanced programs, applicants must have a bachelor's degree from an accredited college or university and must have earned a grade-point average (GPA) of 2.5 in the last 64 hours of the bachelor's program. Candidates must also submit letters of recommendation from professional sources referencing their potential to succeed in graduate programs. These letters of recommendation are waived if a candidate's GPA is 3.0 or higher in the last 64 hours of the bachelor's program. Candidates may also be given provisional admission, but they must achieve a GPA of 3.25 in the first nine hours of graduate study, none of which may be workshop credits.

Element 2: Content Knowledge for Other Professional School Personnel

Most of the programs for other professional school personnel have a specialty test for licensure, though Ohio has not yet identified tests for all areas. The following chart indicates UF's advanced programs, the required tests, and the number of program completers who passed over the last three years. To help candidates in their planning, the required tests are listed on advanced program check sheets. Candidate content knowledge, as indicated by summary pass rates, meets the NCATE 80% rule in UF's advanced programs.

Programs for Other School Personnel	Specialty Test	Test #	Cut Score	Number of Candidates Taking Tests 2001-2004	Number of Candidates Applying for Licenses 2001-2004
Reading Endorsement	Introduction to the Teaching of Reading	0200	540	68	68
Early Education of the Handicapped	No Test				41
Technology Endorsement	No test				40
Principals	Educational Leadership	0410	610	96	96

	Administration and Supervision				
Superintendents	No test				23
TESOL /Bilingual Endorsement	Teaching English as a Second Language	0360		4	4
Middle Childhood Generalists	Language Arts	0049	156	25	25
	Math	0069	145	30	30
	Science	0439	TBA		23
	Social Studies	0089	151	32	32

All advanced programs in the College of Education are state approved. The principals and superintendents programs were sent to NCATE in November 2005 as part of the new program approval pilot. As of this writing, the College has not heard whether those two programs were approved. To repeat, Ohio's partnership with NCATE is such that programs that undergo Ohio program review are considered nationally recognized. All programs are built around the NCATE-approved specialized professional association (SPA) standards. So far, all advanced programs were approved without rejoinders, so there are no components that emerged that would suggest program changes. Because the principals and superintendents programs now use a different set of standards, the unit will begin to collect data when the revised programs are implemented.

The assessment frameworks for advanced programs were adjusted in the fall semester of 2004. As in the undergraduate licensure programs, one of the key assessments for advanced programs will be a content portfolio for the program area. The College has been experimenting with this in both the reading and the technology endorsement programs. In addition, the educational administration program was part of a state pilot project, the Entry-Year Principal program, which also included a portfolio. The state now requires entry-year principals to complete either SAIL, a program developed by the Ohio Association of Elementary School Administrators, or the professional development program designed by the Ohio Association of Secondary School Principals (OASSA). However, in the proposed principals and superintendents programs, a program portfolio is incorporated into the six to eight assessments required by NCATE. Data has not yet been gathered from these portfolios due to the fact that the new programs have not yet been approved and the standards changed from ISSLC to ELLC. While these standards are similar, there is significant enough difference that data from previous programs would not be pertinent to the proposed programs.

Area Program Directors are responsible for the assessments of candidates in the advanced programs. Candidates are performing well on these assessments. The assessments have been

evolving over several semesters, so that what was collected and aggregated several semesters ago may look different from what is being collected today. Assessment rubrics have also evolved over the last several semesters. To be fair, consistent, and accurate, common assessment rubrics are used. Each contains the three standard levels: Unacceptable, Acceptable, and Target.

Element 3: Pedagogical Content Knowledge for Teacher Candidates

Pedagogical content knowledge is best demonstrated during field experience, when candidates have the opportunity to actually work with students in schools. The portfolios that candidates in the College of Education develop during their field experiences are built around the Praxis/ Pathwise domains and criteria. Domain A: “Organizing Content For Student Learning,” Domain B: “Creating Environments For Student Learning,” and Domain C: “Teaching For Student Learning” are all about candidates’ abilities to organize content so that it is understandable to the children in their charge. This requires knowledge of content in the area of licensure areas, as well as an understanding of child development in the grade levels of their licensure. The faculty in the College of Education concluded that the best way for candidates to demonstrate pedagogical content knowledge was through their lesson plans and the evidence that they include in their portfolios related to Domains A, B, and C. Candidates begin gathering evidence related to the domains and criteria in the *Introduction to the Profession* course. By their methods experiences, candidates are expected to include one piece of evidence for each of the 19 criteria; and, during their student teaching experiences, they are expected to include two pieces of evidence for each of the 19 criteria. Much of this evidence comes from their lesson plans. The format used by the College of Education for lesson planning was designed around the four domains in 19 criteria. It asks candidates to determine the objectives for each lesson and asks how these objectives are tied to state standards. It asks candidates to think about how they will adjust their lesson to meet the individual needs of students in their classrooms, including cultural and developmental diversity. It asks candidates to think about how to address the multiple intelligences and about how to engage students in critical thinking. It also asks candidates to reflect upon the success of the lesson after it is taught. This reflective aspect of the lesson supports the College’s theme of Reflective Practitioners and causes candidates to think beyond content alone to how students actually acquire content knowledge (see [Lesson Plan Format](#)).

The portfolio system in the College of Education has been evolving over the past seven years so that there is increasing demand placed upon the candidates to demonstrate successful performance in classrooms (see [Undergraduate Assessment Framework](#) and [Post-Baccalaureate Assessment Framework](#)). Gathering data from portfolios, consistently and accurately has been a challenge due to the fact that there was no central computer system for collecting and aggregating data. In Spring 2004, the College decided to adopt *College LiveText*. Since that time, faculty members have been working hard to develop their *LiveText* assessments and rubrics. The application of *LiveText* across all programs is evolving. All rubrics have three levels: Unacceptable, Acceptable, and Target. Faculty members who teach the classes to which assessments are attached assess candidate projects, lessons, and portfolios using common rubrics so that assessment is fair, consistent, and accurate. Area program directors are then responsible for reviewing the data related to candidate

performance in their programs. Generally, candidates are performing well on their lesson plans and portfolios. In fact, the program directors are finding that the structure provided by *LiveText* is just what some candidates need to succeed.

An important aspect of pedagogical content knowledge at both the initial and advanced levels, is the ability to differentiate instruction to meet the needs of all learners despite differences in gender, learning styles, development, disability, and cultural background. This is addressed in the lesson plan format and portfolios under Domain C: “Teaching For Student Learning.”

The College of Education’s lesson plan format also includes a section on integration of technology, which asks candidates to describe both low level and high-level technology that they incorporate into their lessons. *LiveText* also has a feature from United VideoStreaming that allows candidates to incorporate video clips into their lessons.

Besides using technology with children during their field experiences, candidates are using high levels of technology themselves in that the *LiveText* electronic portfolio process requires them to utilize technology in a variety of ways. They take digital pictures of the learning environment. They videotape their pre-observation interview from Praxis/Pathwise, edit the video, and upload it to their portfolio. They collect student work samples, scan or take digital images of them, and upload them to their portfolio as evidence of their impact on student learning. They do PowerPoint presentations, handouts in Word, sample tests, sample letters to parents, and other documentation in electronic format, all of which is uploaded to their *LiveText* site. Sample portfolios will be in the UF NCATE exhibits (see <http://www.findlay.edu/academics/coe/ncate/>).

In addition to lesson planning and portfolios, all candidates must maintain a 2.75 overall GPA in the undergraduate program and a 3.0 overall GPA in the post-baccalaureate program. In the undergraduate program, any course with a grade lower than a “C” must be retaken. In the post-baccalaureate program, grades must be a “B” or better.

One aspect of pedagogical content knowledge that the College of Education is addressing due to responses on student-teacher exit surveys and field experience debriefing is classroom management. A program change that was made because of this was that the management class in the Early Childhood program was moved from the senior block to the sophomore level. The AYA and Multi-Age management course is part of the junior block. Candidates, therefore, have more opportunities to practice classroom management skills before student teaching.

In summary, candidates in licensure programs at The University of Findlay demonstrate their pedagogical content knowledge through scores on Praxis II tests, grades in professional education courses, successful completion of field experiences, and successful completion portfolios required in the unit’s assessment system. Documentation for compliance with this element of Standard 1 also includes program approvals (see [COE Approved Programs with Levels](#), [UF OH Title II Teacher Quality Report](#), [Undergraduate Assessment Framework](#), and [Post-Baccalaureate Assessment Framework](#)).

Element 4: Professional and Pedagogical Knowledge and Skills for Teacher Candidates- Initial and Continuing Preparation of Teachers

As with pedagogical content knowledge, candidates can best demonstrate their professional and pedagogical knowledge and skills during their field experiences. Candidates are assessed by their university supervisor, as well as by their cooperating teachers. The forms that are used to evaluate candidate performance during field experience are aligned with Ohio Department of Education standards, Praxis/Pathwise, and UF standards (see [Field Experience Evaluation Form](#)). Supervisors have current experience in the areas they supervise and have had Praxis/Pathwise training. The unit offers Praxis/Pathwise training periodically to its supervisors, faculty, and cooperating teachers. The cooperating teachers and supervisors complete a midterm and final evaluation on each candidate. The results indicate that a significant majority of candidates perform at the acceptable or target level (see individual program tabs in [Field Experience Summary Data](#)).

The unit has proposed an academic partnership with The University of Findlay's Teaching, Learning, and Technology Center to pilot an observation system with a group of supervisors. This partnership would allow the unit to purchase a bank of tablet PCs so that supervisors could complete their field observation forms in *LiveText*. One possibility will be that supervisors could log on through an Internet connection in the classroom in which they are observing a candidate. This partnership should be fully implemented in during fall semester 2005. Equipment will be purchased during Spring 2005, with supervisor training in Summer 2005.

The portfolio system described earlier is also a demonstration of candidates' pedagogical and professional knowledge and skills. Because the portfolios are built around the Praxis/Pathwise domains and criteria, the evidence that each candidate gathers supports his/her effective application of professional and pedagogical knowledge and skills. The portfolios are shared with faculty and program directors in *College LiveText* and are assessed with rubrics. The rubrics are posted in advance so that students know exactly what they need to include. As a result, high percentages of candidates score at acceptable or target in the portfolio rubrics consistently across programs.

Candidates also take the Praxis II PLT (Principles of Learning and Teaching) test in their areas of licensure. As stated earlier, The University of Findlay's teacher education candidates have passed their PLT tests beyond the NCATE required 80% (see [Praxis II Completer Chart](#)). In addition, for the past three years 100% of candidates from The University of Findlay have passed Praxis III in their Entry Year of teaching (see [Praxis III Scores Summary 2001-4](#)). Scores for 2003-2004 were above the state average for all four domains (see [UF Praxis III compared to OH for 2003-4](#).)

Finally, the unit conducts a methods field debriefing and a student-teacher exit survey with the candidates and cooperating teachers each semester. On the student teacher and cooperating teacher survey, there are 20 questions covering a variety of issues related to candidate knowledge skills and dispositions. The student teachers are asked whether or not they feel prepared to address the issues. The cooperating teachers are asked whether they

feel the unit prepared their student teachers to address the issues. Responses on both surveys have been highly favorable.

Element 5: Professional Knowledge and Skills for Other School Personnel

Through its advanced programs, the University of Findlay trains principals, superintendents, technology coordinators, reading specialists, and early education of the handicapped teachers. These programs have all been approved by the Ohio Department of Education and comply with state and national SPA standards. Based upon their performance in their clinical and internship experiences, candidates demonstrate their knowledge, skills, and dispositions for the positions for which they are preparing, as well as their understanding of the students and families in the communities in which they work. The College of Education has an assessment plan for each of these programs. These were finalized in fall 2004 and include a portfolio process.

All candidates in the programs for other school personnel must take the Praxis II test for their additional license. Most candidates pass the advanced tests on the first try.

The standards for educational administration programs in Ohio recently changed from the Inter-State School Leaders Licensure Competencies (ISSLC) to the standards for Educational Leadership of the Educational Leadership Constituent Council (ELCC). While these two sets of standards are compatible, the new programs sent to NCATE in November 2004 as part of the pilot program process propose portfolios that are directly tied to the ELCC standards. In the past candidates for both principals and superintendents licenses have successfully passed the authentic assessments of their internship and their portfolios. At that time, the portfolios were tied to the Entry Year Principal's Program as part of a pilot program with the Ohio Department of Education using ISSLC standards. See [Cooperating Administrator Field Evaluation Superintendent Candidates FA04](#) and [Principal Cooperating Administrator and Supervisor Evaluation SP02](#) for examples of field evaluation results. These results show a very high rating of candidates for superintendents and principals licenses by their cooperating administrators and supervisors. There were no negative ratings, though sometimes the cooperating administrator did not think there was enough information to rate the candidate.

Element 6: Dispositions for All Candidates

As was mentioned previously, the College of Education at The University of Findlay has spent the last several years determining dispositions that are compatible with state and national standards, are observable, and are straightforward enough to be understandable to novice candidates.

The candidate dispositions were discussed within the unit and with the Education Advisory Council, as well as with the candidates and cooperating teachers. The unit began exploring dispositions by doing a Delphi study of dispositions considered to be important by faculty, candidates, cooperating teachers, and the Education Advisory Council. The resulting list of dispositions was used experimentally for self- and professor-assessment of candidate dispositions. It became clear, however, that this list was long and not easily understood by

candidates who had just begun their programs. In fall 2003, the faculty decided to focus on the dispositions identified as part of the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. The field experience evaluation sheets were redesigned to reflect these dispositions. However, this evaluation was too long, complicated, and not easily understood by candidates. In fall 2004, the faculty decided to streamline this by focusing on the Praxis/Pathwise domains. A disposition was identified for each of the four domains and for the additional University of Findlay outcomes. The result was five dispositions that are consistent with the INTASC standards, the Praxis /Pathwise domains, the University of Findlay outcomes, and the original list of dispositions from the Delphi study. These are listed on the field experience evaluation form, and the same form is used for both the methods field experience and student teaching. This allows both the cooperating teacher and the supervisor to assess each candidate's dispositions while they are assessing their field experience performance.

Candidates do a self-assessment of their dispositions at the freshman and sophomore levels (see [Dispositions Self- and Professor Assessment Form](#)). Post-baccalaureate candidates assess themselves in their *Introduction to the Teaching Profession* course (EDUC 503) using the same form. The professor of the *Introduction to the Teaching Profession* course (EDUC 161/503) in both the undergraduate and post-baccalaureate programs assesses their dispositions, again on the same form, which provides consistency. This occurs again during the sophomore block for undergraduate candidates. The dispositions are as follows:

1. Organized: Works and systematic or efficient ways to meet the needs of all students.
2. Learner-Centered: Focuses on student well-being and learning.
3. Reflective: Reviews previous actions, events, or results to make decisions.
4. Lifelong Learner: Grows in professional and pedagogical knowledge.
5. Innovative: Takes new or original approaches to foster student learning.

On the field experience forms, these dispositions are coded to the four Praxis/Pathwise domains and to the INTASC/Ohio performance standards (see [Field Experience Evaluation Form](#)). Because of this, the faculty feels confident that the dispositions will be understandable to candidates. The intent is to keep the dispositions assessment as simple as possible, while making sure that it is integrated into the performance expectations and conceptual framework of the unit.

A rubric for dispositions assessment assists students in understanding the expectations of the assessment (see [Dispositions Self-Assessment Rubric](#)). Data from the dispositions assessments shows that, at the freshman level, candidates and professors are somewhat uneven in their dispositions ratings, but by student teaching level both cooperating teachers and supervisors rate candidates highly across all of the dispositions (see [Student Teacher Disposition Spring 04](#) and [Dispositions Freshmen Fall 2004](#)). This could be explained by the fact that, at freshman level, candidates have limited field experience, making them less confident in their dispositions related to instructional strategies, learning environment, assessment, and professional development. By student teaching, those who observe them during field experience perceive their dispositions in these areas to be as high as in the other areas of the assessment.

Element 7: Student Learning for Teacher Candidates-Initial and Continuing Preparation of Teachers

The theme of "Reflective Practitioners" is integrated throughout all programs in the College of Education. The faculty believes that helping candidates focus upon reflection in their practice is essential if they are going to have an impact on student learning. This plays out in the UF lesson plan format, which incorporates reflection after the lesson is taught. It is also part of the portfolio process in that candidates must articulate why they selected the artifacts they included in their portfolios to demonstrate their ability to address the four domains and 19 criteria of Praxis/Pathwise. Domains A, B and C contain the language of "student learning." Since the UF field experience evaluation forms are built around the Praxis/Pathwise domains, candidates are assessed on their performance in planning for student learning by both their cooperating teachers and supervisors. Impact on student learning is also included in the employer survey (see [Student Learning Data from Employer Survey](#)).

Another way candidates focus on student learning is through the action research project they conduct during student teaching. These projects focus upon a student or group of students in the student teaching classroom. They follow a traditional research format in that the candidates start by identifying research questions related to problems they are encountering in their classrooms. They conduct literature reviews to see what the research suggests that they do to address the problem they have identified. They then determine intervention plans and collect data on the results. Finally, they discuss their conclusions. This project is a clear demonstration that the UF candidates have an impact on student learning. The action research projects are assessed by the faculty teaching EDUC 481/507: *Action Research*. They are also part of the student teaching portfolio, so they are assessed by the program director of their licensure area. They are displayed at the Student Teaching Dinner each semester in either poster session or PowerPoint conference style (see [Action Research Conference Photos Fall 04](#)).

Element 8: Student Learning for Other School Professionals

Candidates in programs preparing other school professionals (Reading Endorsement, Technology Endorsement, Principals, and Superintendents) prepare program portfolios that address their ability to assess students and positively impact their learning. The program portfolios are built around the SPA standards for each of the advanced programs (see example of self-assessment from reading endorsement portfolios: [Reading Endorsement Portfolio Self-Assessment](#)). One focus of these standards is the ability of candidates to have an impact on student learning. The self-assessments cause candidates to reflect upon their ability to address standards and give them direction for future learning. Reviewing the self-assessments allows program directors to identify areas that may need increased emphasis in future classes.

In addition, all of the candidates and programs for other school professionals conduct case studies during their training. These case studies focus on assessing student performance and planning interventions to help them be successful learners. Case studies in the principals and

superintendents programs focus on the larger issues of buildings and school districts. However, these larger issues include professional development of staff and assisting the staff in continuous improvement activities that would improve student learning.

The reading endorsement and technology endorsement programs are approved by the Ohio Department of Education and comply with NCATE standards for their respective areas. The principals and superintendents programs have been submitted as part of the new NCATE pilot program approval process.

Standard 2: Program Assessment and Unit Capacity

Element 1: Assessment System

The College of Education at The University of Findlay has developed an assessment system that reflects its conceptual framework, NCATE standards, specialized professional association standards, and the requirements of the State of Ohio. This assessment system assesses the licensure candidates at defined gateways. It also includes assessment frameworks for faculty and unit operations (see [Complete Assessment System](#)). Data from the assessment system are aggregated and analyzed for each of the licensure programs so that programs can be improved.

In May 2002 the College of Education adopted assessment frameworks for both the undergraduate and the post-baccalaureate licensure programs. These were implemented during the 2002-3 academic year. The undergraduate assessment framework has four levels designed with increasing expectations as candidates develop their professional and content knowledge and skills (see [Undergraduate Assessment Framework](#)). The post-baccalaureate assessment framework has three levels (see [Post-Bac Assessment Framework](#)). Candidate assessment begins with admission into the college and later into the professional education program. Level I is Awareness and Dispositions for both program levels and includes the beginning of the portfolio process. Admission into the professional education program occurs after successful completion of Level 1. At the undergraduate level, the focus of the Level II assessment is Developing Theoretical Knowledge, Level III is the Teaching and Learning Cycle, and Level IV is Professionalism. At the post-baccalaureate level, the focus of the Level II assessment is Developing Theoretical and Practical Knowledge and the Level III assessment is Professionalism. Both levels of programs have GPA requirements: 2.75 for undergraduate and 3.0 for post-baccalaureate.

A recent change in the assessment system is that there are to be 6-8 specific assessments for the unit. At the College of Education retreat in May 2004, the faculty identified these assessments. During the summer of 2004, the Early Childhood, Intervention Specialist, Multi-Age Health, and Educational Administration programs became part of a pilot project to write to new SPA standards using the new system requiring 6-8 assessments. The program submissions were sent directly to NCATE in November 2004.

The COE Assessment Framework was approved by the COE in May 2002 and reviewed by the Education Advisory Council in February 2003. The system was reviewed and updated at the College of Education May 2004 retreat and the June 2004 Advisory Council Meeting.

The following specific assessments of candidates in initial teacher licensure programs are included in the assessment system referenced above.

Praxis I

Undergraduate candidates must pass the Praxis I tests of basic skills with scores of 172 in math, 173 in reading, and 172 in writing to be admitted into the sophomore block, the gateway into the professional program. The Praxis I requirement is waived for candidates with an ACT score of 21 or a SAT composite score of 970. This is not required of post-baccalaureate candidates since they already have bachelor's degrees when they enter their programs.

Grade Point Average (GPA) Requirements

Candidates must maintain a GPA of 2.75 in the undergraduate program and 3.0 in the post-baccalaureate program. Candidates must also have no grade lower than a "C" in professional education courses in the undergraduate program or "B" in the post-baccalaureate program. The GPA and minimum grade requirements have been part of the assessment of candidates since the early 1990s. Duane Philipp, the College of Education Licensure Officer, does licensure audits and monitors each candidate's GPA at the sophomore, methods, and student teaching levels. Letters are sent to candidates and advisors are contacted if the candidate's GPA falls below the minimum level of performance (see example: [Sophomore Block Candidate Letter](#)). These candidates are advised into classes outside the professional blocks until they raise their GPA.

Portfolio Requirements

The portfolio requirement has been evolving since 1998. Initially, a college committee worked with a company called Teachers Little Secrets to develop a book on portfolio development that candidates could refer to throughout their programs as they organized their development portfolios and then their employment portfolios. Today portfolios are developed electronically through *College LiveText*.

Candidates start their portfolios in EDUC 161/503: *Introduction to the Teaching Profession* (both undergraduate and post-baccalaureate) with philosophy statements and resumes. They are also introduced to the Praxis Domains and Criteria and begin collecting evidence that they can address them in their teaching. Dispositions assessment also begins with these portfolios.

The sophomore block contains two additional courses (EDUC 262 and SPED 261) that every undergraduate candidate takes. During their sophomore block field placements, they continue to add to their *development* portfolios. By the methods field experience (at junior

level for undergraduate candidates), when the programs begin to differentiate for each licensure area, there are higher expectations for the portfolios in that it must contain evidence for all of the four domains and 19 criteria, plus the four additional UF outcomes. Candidates must be able to articulate why their portfolios contain each piece of evidence. This structure helps prepare candidates for Praxis III, Ohio's Entry Year assessment. Finally, during student teaching, candidates videotape themselves going through the Praxis III pre-observation and post-observation interviews. These video clips are edited and put into their electronic portfolio. At this level, candidates are encouraged to build a *professional* portfolio to exhibit their best work, their student teaching evaluations, and other information to use in their job searches. During the 2002-2003 school year, the Early Childhood program piloted the electronic portfolios. Candidates began using *College LiveText* to build their portfolios electronically in Spring 2004.

In the post-baccalaureate program, courses are taught on evenings and weekends and in the summer. The major difference between the undergraduate program and the post-baccalaureate program is that the post-baccalaureate program does not have a sophomore block. Therefore, there are only three levels of portfolios related to the three levels of the assessment framework. Post-baccalaureate candidates must complete the methods field experience and student teaching, as well as other clinical experiences tied to specific courses, particularly their reading courses. Few field experiences occur during the summer due to the fact that the public schools are not in session.

In addition to the development and employment portfolios, the unit is beginning to require each candidate to also develop a content portfolio illustrating his/her competence in addressing the standards of his/her licensure area. Candidates write descriptions of how their content evidence supports the appropriate SPA content standards and the Ohio K-12 Content Standards. In addition, candidates in the Early Childhood, Middle Childhood, and Intervention Specialist programs must also develop reading portfolios based upon the ten Ohio reading core content standards and indicators.

Dispositions Assessment

In 2002-3 the college conducted a Delphi study to determine the dispositions considered most important by candidates, cooperating teachers, supervisors, faculty, and the Education Advisory Council. This list was compared with dispositions assessments used by other universities and incorporated into the INTASC standards. Check sheets were devised for candidates to self-assess, for faculty to assess candidates in EDUC 161 and EDUC 262 and for cooperating teachers and supervisors to assess candidates during their field experience. These were implemented Fall 2003. Adjustments to simplify the process were made at the May 2004 COE retreat and implemented Fall 2004. Final dispositions assessments are described in the following documents (see [Self and Professor Dispositions Assessment Form](#) and [Field Experience Evaluation Form](#)).

Praxis II

All Candidates earning initial licenses/endorsements must take the Praxis II test(s) in their specialty area(s) and the Principles of Learning and Teaching (PLT) tests for the age ranges of their license. Candidates currently holding standard certificates are “grandfathered” out of the Principles of Learning and Teaching test, but must take the specialty area test(s) for their new licenses/endorsements. Registration forms are available in the College of Education House at 1114 North Cory. Candidates can also register to take Praxis II tests online at www.ets.org. Praxis II testing dates and places are set in advance. Candidates can make appointments with the Praxis Coordinator, Ron Philipp (419-434-4844), to determine which tests are required and where and when they are offered. The College of Education hosts a test preparation seminar every semester. It is recommended that candidates take advantage of this service. Additional useful information about content covered, time allotments, how many questions, etc. is on the www.ets.org web site, along with practice questions. Additional practice questions can be found at www.XAMonline.com. In addition, the Area Program Directors provide either study materials or seminars for students in their program/content area.

In 2004, the College of Education voted that candidates must have passed their content area Praxis II tested before they begin student teaching. They may pass their Praxis II PLT after student teaching. This will be in effect for freshman or post-baccalaureate students entering in the fall of 2006.

Program Completer Definition

Candidates are considered program completers when they pass Praxis II examinations and have successfully passed all other aspects of the COE Assessment Framework, including student teaching and all portfolios. At that time, they may apply for their teaching licenses.

Assessment Framework Accommodations/ Completer Contract

Occasionally a student will fail the Praxis I examination but still wish to continue in the program. If all other aspects of the assessment framework are met, these students may sign a contract (see [Program Completer Contract](#)) that allows them to continue in the program with the understanding that they must pass their Praxis II tests before student teaching. If they cannot pass Praxis II, then they can graduate with individualized majors in education without licensure. The details of this contract and conditions under which it may be used are listed in the *COE Policies and Procedures Manual*.

Supervisor and Cooperating Teacher Field Experience Evaluation

During their field experiences, all candidates for initial licensure are assessed by supervisors with experience in the licensure area they are supervising. The supervisors visit candidates once a week and complete narrative midterm evaluations. The final evaluations utilize a protocol based upon Praxis/Pathwise domains and criteria plus the four additional University of Findlay objectives. The outcomes on the final evaluation form are cross-referenced

against the INTASC standards. The form also includes the UF dispositions. The cooperating teachers use the same form for their final evaluations of their student teachers (see [Field Experience Evaluation Form](#)).

Candidate Impact on Student Learning

Evidence of candidate impact on student learning is part of the portfolio process. Domains A, B, and C all refer to student learning. Domain A refers to organizing content for student learning, Domain B to organizing learning environments for student learning, and Domain C to teaching for student learning. Candidates must include evidence in their electronic portfolios that they can meet all criteria related to these three student learning-oriented domains.

Praxis III Assessment

In Ohio, candidates first earn a two-year provisional teaching license. They must then pass the Praxis III assessment in their entry years of teaching. Praxis III is a performance assessment. Many faculty members in the College of Education are Praxis III assessors. After passing Praxis III, teachers qualify for their five-year professional teaching licenses. The five-year professional license is renewed every five years throughout the rest of a teacher's career. There is no permanent license. To renew, the teacher must accomplish his/her individual professional development plan (IPDP), which must be approved by a district-level Local Professional Development Committee (LPDC). By the second renewal of the five-year professional license, teachers must have 30 semester hours of graduate courses or a master's degree.

The College of Education pays careful attention to the success of its candidates on the Praxis III assessment. The faculty decided to build the portfolio system around the Praxis/Pathwise domains and criteria so that candidates would be familiar with Praxis III when they went through the Praxis III assessment. This has paid off in that 100% of UF candidates have passed Praxis III with scores that are greater than the state average (see [UF Praxis III scores compared to Ohio](#)).

Assessment for Advanced Teacher Education Candidates

Assessment of teacher candidates in non-licensure programs at the advanced level is related to the identified outcomes of the Master of Arts in Education program. The theme of the Masters core is educational leadership. A series of assessments relates to the leadership outcomes. Additional outcomes relate to collaboration, community resources, and research. There are appropriate assessments for each of these as well (see [Master of Arts in Education Assessment Framework](#)). Candidates may choose from courses offered at the graduate level to enhance skills specific to their work setting. Many candidates add endorsements at the Masters level. Each endorsement has its own assessment framework, which is built to address individual SPA standards. These programs include the reading endorsement (see [Reading Assessment Framework](#)), technology endorsement (see [Technology Endorsement](#)

[Assessment Framework](#)), the TESOL endorsement, the bilingual endorsement, and the Early Education of the Handicapped endorsement.

Advanced education programs also include two educational administration programs: Principals and Superintendents. These two programs were rewritten to new standards, using the new NCATE pilot program approval process, and submitted to NCATE in November 2004. Each program has an assessment plan with six to eight assessments addressing ELCC standards (see [Principal Assessment Framework](#) and [Superintendent Assessment Framework](#)).

Program and Unit Assessment

In addition to candidate assessment, the assessment system includes program and unit assessment (see [Unit Assessment Framework](#)), through which programs are improved. At the junior or methods (post-baccalaureate) level, candidates complete a field debriefing, which asks questions about whether they felt prepared for the demands of the methods field experience. At the student teachers level, both student teachers and their cooperating teachers complete exit surveys (see [Cooperating Teacher Survey Form](#)), which provide program-level feedback. In addition, program directors examine supervisor assessments, candidate portfolios at all levels, and *LiveText* aggregated data to determine program effectiveness.

A satisfaction survey of employers was designed and sent out in 2001-2 (see [Employer Survey](#)). This will be repeated on a regular basis, but not yearly due to redundancy. This survey provides information about how well UF candidates are doing in their teaching positions. The COE plans to re-conceptualize alumni surveys and to make all of these surveys web-based so that data from them can be easily aggregated. A system is also planned to identify the employers of graduates and to make sure that only supervisors of recent graduates are surveyed.

The COE also monitors Praxis II and III pass rates as indicators of program effectiveness. Tracking data is the responsibility of the Administrative Assistant for Data Management, Sheri Leatherman. Praxis II pass rates are monitored and reported in the Title II report (see [Sample Title II Teacher Quality Report](#)) by Glen Piper, the Title II coordinator. All data resulting from these assessments are disaggregated by program.

Assessment of Unit Faculty, Quality and Operations

Unit assessment includes processes for faculty evaluation (see [Faculty Assessment Framework](#)) and for monitoring unit governance and resources. Faculty evaluation follows university guidelines related to effectiveness in the tenure and promotion areas of teaching and advising, service to the community, service to the university, and professional development. Unit resources data are tracked by Glenn Miehl in the Registrar's Office (see [Governance and Resources Report 2003-4](#)).

Education Advisory Council

The Education Advisory Council allows the unit to include stakeholders in the decision-making of the college. The Education Advisory Council is made up of the COE faculty, supervisors, faculty and administrators from the public and private schools served by the College of Education, Arts and Sciences faculty from UF, and other community stakeholders. Sometimes council meetings are divided into focus subcommittees to address specific issues. These focus groups are also part of the program writing and review process. Adjunct faculty members and supervisors are involved in the process as well. The entire Education Advisory Council meets annually in the spring (see [Education Advisory Council List 2004](#)).

Faculty/ Course Evaluation

All courses in the College of Education are assessed using any or all of the following: an informal midterm needs assessment, the standard University of Findlay faculty evaluation, and/or exit evaluation interviews and surveys. Faculty may also choose to have a peer observe and evaluate them. Each faculty member submits an annual self-evaluation to the Dean of the College of Education (see [Faculty Self-Evaluation Form](#)). The Dean also reviews faculty and course evaluations each year. Faculty members address issues raised in their evaluations in their annual meetings with the Dean and in their tenure and promotion dossiers. All tenure-track faculty members who have not attained tenure also meet with the Vice President for Academic Affairs every fall. The faculty evaluation process is outlined in the *College of Education Policies and Procedures Manual* and in the *University Faculty Manual*.

Strategic Planning

The College of Education has modified its strategic plan over the last four years as goals were accomplished to meet the NCATE 2000 standards. Part of the work of the College of Education in Spring 2005 will be to develop a new strategic plan. The University of Findlay is also currently engaged in a strategic planning process. The COE Strategic Plan will be reviewed by the Education Advisory Council when it meets June 17, 2005. In preparation for this meeting, a survey will be sent to all stakeholders to identify strengths, weaknesses, threats and opportunities for the College of Education. Part of the strategic planning process will include reviewing unit assessments and setting goals for the next two years.

Educational Technology Assessment

The College of Education is participating in a pilot technology assessment that is being developed by the Ohio Board of Regents. This assessment will determine UF candidates' ability to address the ISTE standards. It is an online assessment and will be conducted with student teachers at the end of February 2005.

Because the portfolio system is being accomplished electronically, candidates utilize technology in many ways. They must edit video and upload pictures, text files, scanned student work samples and PowerPoints into their electronic portfolios. They must also

address technology they will use with P-12 students through their lesson planning. All of this is assessed in *College LiveText*.

Follow-up Studies

The College of Education relies upon a number of different surveys to follow-up on its candidates. The employer survey is sent every five years to the employers of graduates (see [Employer Survey](#)). The student teacher exit survey is conducted each semester, as is the cooperating teacher survey (see [Student Teacher Exit Survey](#) and [Cooperating Teacher Survey Form](#)). The unit periodically surveys the graduates of the Master of Arts in Education periodically and plans to do this on a regular basis in the future (see [MAE Exit Evaluation Results 01-2](#) for an example of results). The University also conducts exit evaluations of graduates and shares results with the College of Education.

Third Party Testimony

Institutions seeking continuing accreditation through NCATE are required to seek a third party testimony assessing the quality of their professional education programs. This was done in October 2004 following guidelines set forth in the NCATE *Handbook for Accreditation Visits*. The formal request was published in the *Findlay Courier* and the *Toledo Blade*. The purpose of the request is to obtain insights from community stakeholders into the quality of programming in the College of Education at The University of Findlay. Feedback has yet to be provided by the time of this report.

Record of Formal Student Complaints

The Dean of the College of Education maintains records of formal student complaints and their resolution. Most disputes are handled before the candidate feels a need to formally complain. Records are also kept of informal problem solving with candidates. Much of this is done through email. Candidates are encouraged to take their complaints directly to the persons with whom they have problems. If this does not resolve their issues, they are to go to their advisors and their program directors. The Dean will help resolve issues that have not been resolved at the faculty, advisor, or program director levels.

Ohio Department of Education Review of Program Approval

The Ohio Department of Education regularly reviews all licensure programs for alignment with state standards. Program changes are reported annually and compliance with new standards, resulting in re-writing programs, occurs on a schedule set up by the state, generally 18 months after SPA standards changes. The University of Findlay's College of Education has complied with all state requirements for program review (see [COE Approved Programs and Levels](#)).

Continuing Accreditation by the National Council for Accreditation of Teacher Education (NCATE)

The University of Findlay’s professional education unit has been NCATE accredited since 1989. The unit seeks continuing accreditation primarily as a means of improving its programs, but also to assure its candidates, their families, and the public that its programs are based on rigorous performance standards and a conceptual framework that is solidly based in research and best practices. Over the years since the original NCATE accreditation was obtained, the primary purpose of programs has become preparing candidates to have a positive impact on student learning. This is compatible with the *No Child Left Behind Act*.

Element 2: Data Collection, Analysis, and Evaluation

Evolution of the College of Education’s assessment system has occurred over a five year period. The system also has evolved over that time so that some assessments have changed significantly. The dispositions assessment is a good example. In addition, the College did not possess sufficient technology to support its data system until it adopted *College LiveText* in spring 2004. The following table displays a summary of the assessments, how often results are analyzed, and who is responsible for the evaluations.

Assessment	Timing of Analysis of Results	Person(s) Responsible
Assessment System for Candidates and Initial Teaching Licensure Programs	Every semester	Program Directors, Content Area Directors
Alignment with State and SPA Standards	On ODE’s schedule (within 18 months of standards changes)	Program Directors, Content Area Directors
Record of Program Approvals	Upon receiving program feedback	Program Directors, Content Area Directors, Dean
Assessment System for Candidates in Advanced Programs	Every semester	The faculty who teach core classes
Unit Governance and Resources Assessment Data	Yearly since 1999	Registrar's Office (Glenn Miehls)
Faculty Assessment System	Yearly by October 1	Dean, College of Education
Cooperating Teacher Survey	At the end of each semester	Dean, College of Education Program Directors
Student Teacher Exit Survey	At the end of each semester	Dean, College of Education Program Directors
Strategic Planning Survey	To be implemented spring 2005	Dean, College of Education Program Directors, and College of Education faculty

Educational Technology Assessment	To be implemented spring 2005	Dean, College of Education Educational Technology Program Director
Employer Survey	Every four-five years (last one was in 2001-02)	Dean, College of Education
ODE Report of Praxis II Pass Rates: Title II	Yearly	Dean, College of Education Program Directors, faculty
Praxis III Pass Rates	Yearly	Dean, College of Education Program Directors, faculty
Third Party Testimony	Six months before NCATE visit	Dean, College of Education NCATE Co-coordinators
Record of Formal Student Complaints	Ongoing	Dean, College of Education
Accreditation by the Higher Learning Commission	Last visit was February 2004 and resulted continuing accreditation	Dean, College of Education Program Directors, faculty
Continuing Accreditation by NCATE	Last visit was Spring 1998, and resulted in continuing accreditation.	Dean, College of Education Program Directors, faculty, and NCATE Co-coordinators

Element 3: Use of Data for Program Improvement

Candidate assessment data, much of which is in *College LiveText*, are used in two ways. First, assessment information provides feedback on an individual candidate's progress through his/her program. Second, data are aggregated by program to provide a composite picture of the success of candidates in each of UF's licensure programs, thus providing feedback that supports program improvements.

Program and unit assessments, Education Advisory Council recommendations, changes in NCATE and SPA requirements, results of Praxis II and Praxis III assessments, and changes mandated by the Ohio Department of Education and the Ohio Legislature, result in an annual review of programs by the College of Education. These reviews generate appropriate program modifications. The UF Faculty Senate approves changes in all undergraduate programs, whereas the UF Graduate Council approves changes in the graduate and post-baccalaureate licensure programs.

NCATE Pilot Program Approval Process

The College of Education is currently participating as a pilot institution in the new program review process developed by NCATE in cooperation with the Specialized Professional

Associations. The UF programs that are included in the pilot are: Early Childhood, Intervention Specialist, Multi-Age Health, and Educational Administration. These programs were submitted in November 2004 and results of the SPA reviews are unknown at this time.

Outcomes/ Changes as a Result of Program Assessments

As a result of multiple assessments, which included candidate exit surveys, individual and group candidate assessments and Education Advisory Council recommendations, coupled with changes in NCATE and SPA requirements, the following modifications have been made. These changes were approved by the College of Education and later by the UF Faculty Senate and Graduate Council in Spring 2003.

1. Management classes were moved from the senior blocks to earlier in the programs due to candidate feedback indicating that they needed those skills in their field experiences.
2. Praxis II study seminars were established to help candidates develop study skills and focus on the content that is tested in the Praxis II tests.
3. Technology was systematically integrated throughout programs as a result of feedback from Education Advisory Council and the Employer Survey.
4. A *Career Professionalism* class was added to the Early Childhood program to address the transition from candidate to teacher.
5. Praxis III pass rates are excellent (100%), which would indicate that the UF portfolio process is working well for UF candidates.
6. Capstone classes and *Action Research* were added to the 1998 programs. The capstone courses support the growing professionalism of candidates and prepare them for their future careers. *Action Research* prepares candidates to review their own classroom practices and reflect upon them to inform continual improvements. *Action Research* is another part of the program that supports the theme of Reflective Practitioners and focuses on candidate impact on student learning.
7. The College adopted electronic portfolios as a result of student feedback that districts are beginning to request these in the interview process.
8. Equipment and software in the Egner 5 laboratory was updated in 2002 to support candidates in their use of technology, video editing, and creation of digital portfolios.
9. CSCI 148 and 348 were dropped from all of the undergraduate programs. A committee of COE faculty met during the summer of 2003 to ensure that all ISTE standards are incorporated into licensure programs at multiple points, including core education courses and courses in the content areas. Rationale: The College is committed to follow ISTE standards for educational technology. ISTE recommends

that technology be integrated across the entire program curriculum, rather than isolated in separate courses. The NCATE standards state that technology must be integrated across programs. This also was recommended by the technology subcommittee of the Education Advisory Council on February 11, 2003.

10. All AYA and Multi-Age programs at both the undergraduate and post-baccalaureate level now have both general and special methods. Rationale: To pass the PLT (Principles of Learning and Teaching) test, candidates need pedagogical content that is generic to all AYA and Multi-Age programs. This also helps maintain coherence in the AYA and Multi-Age programs. This change was made in response to Praxis II data.
11. A separate classroom management course was introduced for the multi-age programs. Rationale: Classroom management is essential to passing the Praxis II tests. Also, candidate feedback suggests that candidates believe they need strong management skills to be successful in the classroom. In addition, Barbara Myers, Praxis III Assessor and Coordinator of Praxis/Pathwise training, provided feedback at an Education Advisory Council meeting that classroom management was the weakest area in all pilot Praxis III assessments.

Changes made during the 2004-05 academic year are listed below. These changes were passed by the UF Faculty Senate in December 2004 and by the Graduate Council in January 2005.

1. In compliance with an Ohio legislative mandate for public, the College of Education, adopted the state's Transfer Articulation Guarantee (TAG). This legislation was designed to promote seamless articulation between two- and four-year undergraduate programs. The result was the development of a core of four classes that are accepted at any public institution in the state. Although The University of Findlay is not a state supported institution, it was decided that the unit would comply with the TAG so that students entering from other institutions would be able to transfer all credits covered under the guarantee. The TAG includes *Educational Psychology*, *Introduction to the Teaching Profession*, *Introduction to Exceptional Children in the Regular Classroom*, and *Educational Technology*. This decision resulted in the addition of a new *Educational Technology* course to the undergraduate program and *Educational Psychology* in both the undergraduate and post-baccalaureate programs. It also resulted in an existing *Educational Technology* course, developed originally for the technology endorsement, becoming required for initial licensure in all post-baccalaureate programs. These changes were approved by the UF Faculty Senate in December 2004 and by the Graduate Council in January 2005, and will be implemented for students entering licensure programs in summer and fall 2005. The decision to include an educational technology course in UF's initial licensure programs effectively reversed modification #9 in the spring 2003 list of program changes.

2. *Career professionalism* courses for all licensure programs were implemented and an introduction to portfolio development was added to these courses. This provided a setting for implementing the assessment plan for initial licensure.
3. Dispositions assessments were simplified and aligned with INTASC standards and the Praxis/Pathwise domains. This was in response to faculty and student feedback concerning the complexities of the previous assessment forms.
4. The unit agreed to participate in the Ohio Board of Regents pilot technology assessment project as a potential means of tracking candidates' meeting ISTE technology standards.
5. The unit continued to require the use of *College LiveText* for candidate assessment. Faculty members developed additional assessment rubrics and began to derive meaningful data from them. Program Directors now recognize the potential of *College LiveText* for acquiring aggregated data that will support program improvement.
6. Some program changes were made in order for the Early Childhood and Intervention Specialist programs to comply with new SPA standards.

Standard 3- Field Experience and Clinical Practice

The University of Findlay provides candidates with many opportunities to engage in field-based observations and experiences during each of the four years in the undergraduate initial licensure program and also throughout the post-baccalaureate program. Tutoring experiences, classroom observations, methods experiences, and student teaching total 400-600 hours.

During the sophomore block, all undergraduate candidates attend classes for seven weeks and then participate in a six-week field experience for four hours in the morning. They then return to campus at the end of the semester for debriefing. There are two other field experience blocks in the undergraduate program: Methods (at the junior level) and student teaching. With this structure, students may change their minds about their chosen areas of licensure up through sophomore block. However, after completing the sophomore block, candidates must focus on their areas of licensure if they are to graduate at the end of four years. The junior methods field experience is conducted for 6-8 weeks and student teaching is an 11 week experience. Block classes are dismissed while candidates are engaged in the schools, but they return to campus for seminars to review their field experiences and address issues and concerns. The post-baccalaureate program does not have a sophomore block experience, although candidates do participate in an initial tutoring experience in the *Introduction to the Profession* class, and continue with additional tutoring experiences in their reading classes. Post-baccalaureate candidates have a methods experience that are very similar to the undergraduate experiences, with the exception that their courses may not meet in short blocks at the beginning of the semester. All initial licensure candidates student teach for 11 weeks.

Element I: Collaboration between Unit and School Partners

The College of Education collaborates with its school partners and other members of the professional community in the design, delivery, and evaluation of field experiences. Faculty members in each licensure area consult with P-12 practitioners, who help design their specialty field experiences in compliance with institutional, state and national (SPA) standards. This is accomplished at meetings of the Education Advisory Council and at smaller focus group meetings convened by directors of each licensure area. These meetings are held on an "as-needed" basis. The intent is to provide realistic, "best practices" environments wherein candidates can demonstrate their mastery of essential knowledge, skills, and dispositions in their licensure areas. The College of Education's clinical and field experience structure has evolved over the years and continues to evolve and improve as the result of input from faculty, the Education Advisory Council, field supervisors, cooperating teachers, and other school professionals, as well as the candidates themselves.

Undergraduate candidates who are earning a teaching licenses are required to participate in some type of field experience all four (4) years. All freshmen education majors are required to observe in their home schools or in other schools of choice for a total of ten (10) hours. These observations occur during their fall or spring breaks. These observations are set up by the candidates and are attached to EDUC 161 and SPED 134. EDUC 151 candidates attend five (5) school-related events and write one-page reviews of the five events attended. These events must be linked with specific topics covered in class and may include school board meetings, faculty professional development seminars at the district or building level, and/or attending parent-teacher conferences. The unit and its school partners jointly determine the specific placements of candidates in the sophomore block, methods field experiences (usually at junior level), and student teaching to provide appropriate learning experiences. The principal of each school is the contact person for all placements in sophomore block and methods field experience and in all but two schools for student teaching. In the case of the two schools (both large school districts), the placements administered by a specific person designated by the district.

To obtain field assignments in the sophomore block, methods courses and/or student teaching, candidates must submit their applications to the Office of Student Experiences (see [Student Teacher Application](#)). Once all applications have been collected, letters are sent to all area principals the semester before placements are needed (see [Letter to Solicit Sophomore Block Cooperating Teachers](#)). For fall placements, the requests are sent in April and, for spring placements, the requests are sent in October. Requests for placements also describe the levels of the placements requested, requirements, starting and ending dates, and the times and days of the week that placements are needed. Deadlines are set so that candidates' credentials can be carefully reviewed before placement.

The College of Education's field experience staff identifies cooperating teachers and/or other school personnel who can best meet the educational needs of the candidates in the initial licensure programs. They take into consideration licensure areas (grade levels and content), the type(s) of methods courses the candidates are taking, geographic areas, and placements in schools that are considered diverse. For candidates in advanced programs, field placements

may be initiated in the program level with the cooperation of the field experience staff. The focus is always on assignments that will provide appropriate and exemplary educational settings for all candidates. Most of field experience sites are within a 50-mile radius of Findlay, although some candidates may be placed in more distant school districts depending upon individual circumstances or to provide appropriate, diverse settings. Currently, the Director of Field Experience is negotiating with the Brooklyn, NY public schools to develop a partnership so that the College can offer diverse urban student teaching placements to candidates who are interested in beginning their teaching careers in such settings. The College of Education has written agreements with school districts that provide field experience sites for UF candidates.

Candidates are encouraged to interview their cooperating teacher and introduce themselves to the principals and their administrative assistants before beginning their field experiences. Student teachers are required to observe in their assigned classrooms for 30 hours before the official starting date of their student teaching. This contact maximizes the likelihood that candidates will have productive working relationships with school personnel and ensures that P-12 practitioners have input into placement decisions. The University of Findlay's student teaching and field experience documents (see example [Methods Field Experience Bottom Line Responsibilities](#) example) are included in the *College of Education Policies and Procedures Manual*.

Field/clinical expectations have been established by the unit in collaboration with its school partners and are communicated to school practitioners by university supervisors. All cooperating teachers are given a folder with expectations for all participants clearly laid out. When field/clinical experiences are related to block classes, faculty members teaching those classes maintain contact with the candidates through BlackBoard and/or seminars designed to facilitate communication and peer support. In all field situations, university supervisors work collaboratively with the cooperating professionals to assist, lead, and document candidate growth and to verify the attainment of the requisite knowledge, skills, and dispositions by licensure candidates. This is documented in the final evaluations. One strength of the field experience programs at The University of Findlay is that supervisors meet or observe candidates weekly. This has proven to be an excellent way to identify problems early and intervene appropriately.

Candidates who are already certified or licensed in P-12 education, but who wish to add additional teaching credentials, may do so through the graduate program. These candidates may qualify for special student teaching accommodations, provided that these accommodations are pre-approved by all parties involved. An example would be to assign a long-term substitute teacher to student teach in his/her own classroom, provided that the setting is appropriate for the license being earned by the candidate. In such cases, university supervisors are assigned to work with the candidates, just as they would in a typical student teaching experience.

Element 2: Design, Implementation, and Evaluation of Field and Clinical Practice

Field experiences have been designed to facilitate candidates' development as professional educators by providing opportunities for candidates to observe, tutor students, assist teachers, and practice planning, implementing and evaluating instruction prior to culminating student teaching experiences. Those experiences not only have been developed to parallel the gateways or transition points in the unit's assessment plan, but also are scheduled in conjunction with one or more methods courses in the candidates' licensure and content areas. The activities and expectations incorporated in each level of the assessment framework are performance-based and linked to field experiences. The expectation in terms of intensity and involvement increases with each level. Candidates also are encouraged to participate in school and community events throughout their professional education programs. Experience with diverse populations is guaranteed in at least one field experience setting, and is enhanced through participation in school and community events.

Consistent with the unit's conceptual framework, during field experiences, clinical faculty work to provide candidates with information about the children, curriculum, school building and district, as well as to assist with developing lesson plans. They also provide feedback about the implementation of those plans. This process reflects the goals, candidate proficiencies, and dispositions identified in the unit's conceptual framework. Candidates are assessed for their knowledge and understanding of the content of their disciplines, as established in state and national standards. They are expected to be "reflective practitioners and lifelong learners," seeking continuous improvement in their own practice and expanding their knowledge of the profession. They are required to engage in inquiry, self-assessment, and reflection; and, they are expected to assess the students in their charge so that they can have a positive impact on their learning and development. Candidates must also demonstrate their understanding and respect for racial, ethnic, socio-economic, gender, learning styles, and developmental diversity and must exhibit their ability to adapt their instructional strategies to meet the specific needs of diverse populations, including those with special disabilities. These attributes are assessed in candidate lesson plans and other documents posted in their *College LiveText* portfolios.

The following tables display the UF field model along with candidate and supervisor requirements. At the freshman level, a reading mentoring experience and the beginning of the development portfolio are attached to EDUC 151. The other listed freshman courses have additional observational requirements. This is also true for the post-baccalaureate program, with the development portfolio being attached to EDUC 503. The courses listed in the first column for both undergraduate and post-baccalaureate programs represent Ohio's transfer articulation guarantee or TAG. In the undergraduate program, the courses listed are blocked and only meet for 7 weeks before students are dismissed for their field experiences. The sophomore-level development portfolio is attached to these courses. The same system is in place for the methods field experiences and student teaching wherein courses are blocked and dismissed while candidates are participating in the schools. Each level contains a portfolio as well. Although there are no sophomore block courses in the post-baccalaureate programs, the methods field experiences and student teaching are similar to those in the

undergraduate programs. The only exception is that portfolios are generally tied to one course rather than to a block. This provides post-baccalaureate candidates with needed flexibility, since they typically are nontraditional adult students and may be attending school part-time.

Courses with Field Experience Requirements

	Freshman	Sophomore Block	Methods Field Experience	Student Teaching
Early Childhood	EDUC 151 EDUC 161 SPED 134 EDUC 260	EDUC 299 SPED 261 EDUC 219 SPED 461 SPED 335	EDUC 370 EDUC 371 EDUC 372 EDUC 373 SPED 383 EDUC 415.02	EDUC 480 EDUC 481 EDUC 473 EDUC 464
Intervention Specialist	EDUC 151 EDUC 161 EDUC 260 SPED 134	EDUC 299 EDUC 219 SPED 261	SPED 337 SPED 380 SPED 381 EDUC 415.02	EDUC 468 EDUC 481 EDUC 485
Middle Childhood	EDUC 151 EDUC 161 SPED 134 EDUC 260	EDUC 299 EDUC 261 EDUC 219	EDUC 303 EDUC 356 EDUC 415.02 Choose (2) EDUC 361 Math EDUC 362 LA EDUC 363 Science EDUC 364 SS	EDUC 418 EDUC 481 EDUC 465
AYA Int. Lang. Arts Int. Math Int. Science Life Science Social Studies	EDUC 151 EDUC 161 EDUC 260 SPED 134	EDUC 299 SPED 261	EDUC 303 EDUC 353 EDUC 354 EDUC 415.01 Choose Special Methods Class EDUC 358 EDUC 357 EDUC 359 EDUC 360	EDUC 418.02 EDUC 481 EDUC 466
Multi-Age Drama/Theater Health Japanese Physical Ed. Spanish Visual Arts	EDUC 151 EDUC 161 EDUC 260 SPED 134	EDUC 299 SPED 261	EDUC 303 EDUC 353 EDUC 354 EDUC 415.01 Choose Special Methods Class EDUC 365 EDUC 367 EDUC 366 EDUC 368 EDUC 366 EDUC 369	EDUC 418.02 EDUC 467 EDUC 481

Post-Baccalaureate	Level 1	Level 3 (Methods)	Level 3 (Student
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			Teaching)
Early Childhood	EDUC 503 EDUC 560 EDUC 509 EDUC 599	EDUC 578	EDUC 591 EDUC 507
Intervention Specialist	EDUC 503 EDUC 560 EDUC 509 EDUC 599	EDUC 538	EDUC 507 EDUC 630 EDUC 591
Middle Childhood	EDUC 503 EDUC 560 EDUC 509 EDUC 599	Choose 2: EDUC 531 EDUC 532 EDUC 533 EDUC 534	EDUC 507 EDUC 550 EDUC 591
Adolescent/Young Adult	EDUC 503 EDUC 560 EDUC 509 EDUC 599	EDUC 553 Choose 1 Special Methods: EDUC 531 EDUC 532 EDUC 533 EDUC 534	EDUC 507 EDUC 549 EDUC 591
Multi-Age	EDUC 503 EDUC 560 EDUC 509 EDUC 599	EDUC 553 Choose 1 Special Methods: EDUC 554 EDUC 555 EDUC 557 EDUC 558 EDUC 559	EDUC 507 EDUC 549 EDUC 591

	Freshman	Sophomore Block	Methods Field Experience	Student Teaching
Candidate Requirements	EDUC 161: Requirements include a minimum of four public school observations, attend a public school board meeting, conduct a teacher interview and complete a minimum of ten contact hours of volunteer service in a state approved program, e.g. HOST or LAMP.	Minimum of 85 hours of observation/ participation during 6 weeks of field experience Keep a daily reflective journal for the six weeks of all field experience activities Produce an electronic portfolio EDUC 261 – Interactive bulletin board devised for the field experience	Minimum of 15 hours per week of observation and active participation during 6 (8 for EC) weeks of field experience Teach 4 lessons (6 for early childhood) and each lesson has to be approved by cooperating teacher 2 days prior Use the Lesson Plan and Reflections form to plan each lesson Meet regularly with cooperating teacher Maintain an accurate record of field experience and turn in log sheets	Minimum of 30 hours of observation prior to student teaching and maintain an accurate log of those hours 11 weeks of intense field experience Discuss progress with cooperating teacher daily Discuss progress with supervisor weekly Attend the three (3) required seminars Produce an electronic portfolio

	<p>Produce an electronic portfolio</p> <p>EDUC 134: Three classroom observations and an interview of a classroom teacher</p> <p>EDUC 151 Attend and write a one page review of the five events attended. These events must be linked with specific topics covered in class</p>	classroom	<p>Schedule two observations with supervisor</p> <p>Produce an electronic portfolio</p> <p><u>MC, AYA & MA</u> EDUC 415: Tutor students during Academic Study Hall for one 40-minute period per week for a total of 14 weeks at Findlay High School</p> <p><u>EC:</u> Out for 8 weeks in Preschool; Plan one full week of instruction.</p>	
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	Freshman	Sophomore Block	Junior Block	Student Teaching
Supervisor Requirements	Document student observations.	<p>Visit weekly with the student and cooperating teacher to see that no problems are developing and to pick up log sheets from students.</p> <p>Conduct an exit interview with student</p>	<p>Visit weekly with the student and cooperating teacher to see that no problems are developing and to pick up log sheets from students.</p> <p>Formal observation and evaluation of two (2) of the student's lessons</p> <p>Final evaluation</p>	<p>Set up planning meeting with cooperating teachers and candidate.</p> <p>Visit weekly and observe student's progress.</p> <p>Communicate with cooperating teacher: problem solving, progress of candidate, anything of interest.</p> <p>Mid-term evaluation (can be in conjunction with cooperating teacher)</p> <p>Final evaluation</p>

Post-Baccalaureate	Level 1	Level 3 (Methods)	Level 3 (Student Teaching)
Student Requirements	<p>EDUC 503: 10 hours of observation</p> <p>Produce an electronic portfolio</p>	MC, AYA, and MA: 60 hours of observation/participation, keep logs, and teach classes connected to special methods classes	<p>Thirty (30) hours of observation prior to the start of student teaching</p> <p>11 weeks of intense field</p>

	EDUC 509: Three observations and an interview of a classroom teacher	EC: EDUC 578 – 8 weeks of observation/participation Keep a daily reflective journal of all field experience activities Plan one full week of instruction. Produce an electronic portfolio	experience Discuss progress with cooperating teacher daily Discuss progress with supervisor weekly Produce an electronic portfolio Research: EDUC 507 – do an action research project in the student teaching classroom Attend seminars
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Post-Baccalaureate	Level 1	Level 3 (Methods)	Level 3 (Student Teaching)
Supervisor Requirements	Document student observations.	Visit weekly with the student and cooperating teacher to see that no problems are developing and to pick up log sheets from students. Formal observation and evaluation of two (2) of the student's lessons Final evaluation	Set up planning meeting with cooperating teachers and candidate. Visit weekly and observe student's progress. Communicate with cooperating teacher: problem solving, progress of candidate, anything of interest. Mid-term evaluation (can be in conjunction with cooperating teacher) Final evaluation

Responsibilities for candidates, cooperating teachers, and university supervisors are clearly delineated in a document entitled *Bottom-Line Responsibilities*. This is given in a packet of materials to each candidate, cooperating teacher and university supervisor at the beginning of the semester in which the student teaching field experience takes place. This document also is provided for all other field experiences, except those offered during the freshman year. This document is used in the initial conferences involving candidates, cooperating teachers, and university supervisors as together they plan their work for the semester. The foregoing charts summarize candidate and supervisor expectations in all areas and levels of field experience. Cooperating teachers are asked to evaluate candidates at the end of the semester in which the field experience takes place using standard College of Education forms. To reduce the amount of time spent in activities other than teaching P-12 students, the College of Education has purposely kept the amount of paperwork at a minimum for those teachers who

accept UF field experience students. During the sophomore block, cooperating teachers accept candidates for observation/participation with no extensive paperwork involved. During the methods field experience, the cooperating teachers must complete final evaluations. During student teaching, cooperating teachers are responsible for mid-term evaluations (which can be done cooperatively with the University supervisor) and final evaluations. University supervisors are responsible for completing the following: Observation forms for all lessons being assessed, mid-term evaluations of candidates, and final evaluations.

Student Teaching is sufficiently extensive and intensive for candidates to demonstrate proficiencies in the professional roles for which they are preparing. All undergraduate teacher candidates spend eleven (11) weeks in their student teaching. Post-baccalaureate candidates spend eleven (11) weeks in student teaching. If the student teachers hold long-term substitute positions in their areas of licensure, they may be assigned to their own classrooms. Eleven weeks is sufficient time for candidates to investigate the backgrounds of their students; to learn about the school and its curricula; to plan engaging activities in their content areas; to gain skill at student assessment; and to learn to use reflection as a method for improving their teaching.

Candidates collect and analyze student work samples, reflect upon their work, and develop strategies for improving learning. While this is an ongoing activity and a goal of the program, it is brought to fruition during the student teaching field experience when candidates prepare their Action Research Projects to document their skill at identifying learning or behavior goals, planning interventions, gathering and interpreting data, and drawing conclusions. The candidates' projects are presented in a professional, conference-style atmosphere at the Student Teacher Dinner, to which cooperating teachers, their principals, supervisors, candidates, and other college personnel are invited. *Action Research* faculty evaluate projects using an assessment rubric in *LiveText* (see [Action Research Rubric](#)).

Candidates in both initial and advanced programs are prepared to integrate technology into their professional practice for both personal management and to enhance the learning of the P-12 students in their charge. The College of Education provides adequate resources for candidates to develop their technological skills in the form of a designated laboratory located in the Egner Fine Arts Building, room 5. This lab was renovated during the summer of 2003 and contains video editing equipment, cameras that can be checked out by candidates, and computers in both Macintosh and PC formats. Currently, candidates can attend seminars teaching them how to use *LiveText*. It should be noted that in the fall of 2005, all candidates will take the *educational technology* course, which will include the use of *LiveText*. The College is part of a pilot technology assessment project sponsored by the Ohio Board of Regents. This assessment is web-based and addresses the ISTE standards.

During the Fall 2004 focus groups on standard 5, faculty reported how they use technology in their various courses. See [Technology Use by COE Faculty](#) for a summary of this information. The Teaching, Learning, and Technology Center (TLTC), funded under a College of Education PT3 grant, supports the use of technology by the University and College of Education faculties. *College LiveText* has also resulted in expanded use of

technology by College of Education faculty members. Faculty can explore other new technologies through the TLTC. All classrooms on The University of Findlay campus are technology smart, including computers, wireless and ethernet Internet connections, computer and video projectors, DVD and video players, printers, and standard overhead projectors and whiteboards. This makes technology available to faculty and students wherever and whenever they want it.

Criteria for clinical faculty are clear and understood the by P-12 school administrators, university supervisors, cooperating teachers, and field experience staff. Cooperating teachers must be certified or licensed in the area(s) in which they are currently teaching. They must have at least three years of experience prior to accepting candidates in their classrooms for field placements. Cooperating teachers are encouraged to take Praxis/Pathwise training. The College of Education provides opportunities for faculty and school staff to take Praxis/Pathwise training on a regular basis. A College of Education faculty member, Ben Sapp, conducts this training.

University supervisors may be regular full-time faculty or part-time faculty employed for the specific purpose of supervising candidates during the various field experiences. All supervisors who work with candidates and initial teacher preparation programs are accomplished teachers who have recent experience in the areas they supervise. They are offered additional preparation when standards or institutional requirements change, and program directors usually meet with their supervisors, faculty, and adjunct faculty each semester. Those who have not had Praxis/Pathwise training are encouraged to do so at no expense to them. All school personnel who supervise advanced professional education programs are similarly well qualified.

Element 3: Candidates' Development and Demonstration of Knowledge, Skills and Dispositions to Help All Students Learn

In their field experiences candidates have opportunities to demonstrate that they have the knowledge, skills, and dispositions to help all students learn. Field experiences provide openings for real world performance assessments. Candidates are held responsible for gathering evidence about their own performance, which they post in their electronic portfolios. They must also articulate why their evidence is appropriate to the domains, criteria, and additional UF outcomes. Entry and exit criteria for candidates in clinical practice/field experiences are outlined in the assessment frameworks for initial licensure candidates, candidates in advanced (professional development) programs, and candidates in advanced programs leading to state licensure. These criteria, as well as assessments used in field/clinical experiences, are linked to the College of Education outcomes and conceptual framework, as well as to state and professional (SPA) standards. Supervisors, cooperating professionals, faculty, and candidates use multiple assessment strategies to assess candidate performance as outlined by the unit's assessment frameworks, field evaluation forms, *LiveText* assessment rubrics, and student teaching "Bottom Line Responsibilities." Electronic portfolios, assignments, and lesson plans are assessed in *College LiveText* using common assessment rubrics, which ensures that assessments are fair, consistent, and

accurate. Candidates demonstrate that they have an impact on student learning through the evidence they gather in their electronic portfolios for Domains A, B, and C.

Dispositions are self-assessed and faculty-assessed in the Introduction to the Profession course at both the undergraduate and post-baccalaureate levels, as well as at the sophomore level in the undergraduate program. Cooperating teachers and supervisors assess dispositions on the final field experience form. This occurs at the methods level and during student teaching.

The Office of Field Experience carefully researches the demographics of schools in which candidates are assigned for field experiences to ensure that all candidates are placed in at least one diverse setting during their licensure program.

Standard 4: Diversity

Element 1: Design, Implementation, and Evaluation of Curriculum and Experiences

The College of Education has described in detail what candidates must accomplish to complete their preparation for initial licensure in the P-12 schools. Candidates are required to create electronic portfolios demonstrating that they have acquired the knowledge and skills of professional educators, and that they have the dispositions to be professional educators. The unit has identified critical performances for accomplished teachers. All candidates know that they will be assessed at critical benchmarks throughout their licensure program and that they must demonstrate a synthesis of their skills, their content knowledge, their methods, and their pedagogy during their field experiences.

Candidates in advanced programs are also informed about the variety of assessments required for advanced degrees. The university graduate catalog and the College of Education Assessment Framework provide an overview of requirements for admission and completion of each graduate program. Faculty advisors mentor candidates through their programs and provide them with details about the performances necessary to meet program requirements (see [Complete COE Assessment System](#)).

Diversity is integrated throughout most of the courses in the professional curricula at The University of Findlay. Activities in individual courses are designed to help candidates in both initial and advanced programs to understand and value the importance of diversity in education at all levels. The University of Findlay lesson plan format requires candidates to address how they will accommodate for diversity within each lesson they plan. Diversity is broadly defined to include gender, culture, ethnicity, race, socioeconomic status, developmental differences, and learning exceptionalities. All licensure candidates take an introductory special education course, which focuses on recognizing disabilities and the inclusion of children with exceptionalities in regular classrooms. Undergraduate candidates take a class in multicultural education. In addition, The University of Findlay requires a language or culture class as part of its general education requirements. Post-baccalaureate

candidates who have at least one multicultural course on their transcripts are not required to take an additional one at the graduate level.

During Fall semester 2004, candidates in selected Action Research classes responded to a pilot questionnaire designed to assess their experiences with diverse populations. This questionnaire was expanded to include all undergraduate initial licensure student teachers in the Spring 2005. Because the Action Research class is connected with student teaching, it is anticipated that the results of the questionnaire will reveal the perceptions and dispositions of candidates nearing the end of their professional education training. Early results of this pilot suggest that candidates nearing the end of their program are likely to promote respect for diversity in the classroom, to refrain from social comparisons among children from diverse backgrounds, and to endorse adaptations in instruction for all children.

College LiveText electronic portfolios also demonstrate candidates' abilities to address issues of diversity in that the focus is on organizing content, creating environments, and differentiating instruction so that all students can learn. A focus of the electronic portfolios is differentiating instruction so that all students can learn, which responds to a broader view of diversity.

Element 2: Experiences Working with Diverse Faculty

The College of Education at The University of Findlay, in keeping with institutional and professional values, seeks to attract and support a diverse faculty in terms of ethnicity, race, gender, age, and disabilities. This allows candidates to develop positive perceptions of diversity through faculty modeling (see [COE Faculty Ethnicities](#), [COE Faculty Minority Graph](#), and [Pie Chart of COE Faculty Diversity 04-05](#)). Candidates have additional opportunities to experience diversity through their general education classes, which are taught in the other colleges of the University (see [Pie Chart of UF faculty Diversity 04-05](#)). In addition, the University provides a variety of activities related to diversity. In July 2004, the Office of Minority Student Services was reorganized to become the Office of Intercultural Student Services. The Office of Intercultural Student Services will continue to serve as an activist and voice of underrepresented populations. However, its new mission is to create a campus environment that respects and acknowledges the value of diversity and to create a campus community that affirms the uniqueness of each person. The office also serves as a resource for the University community to promote cultural awareness and understanding of diversity. This office collaborates with faculty, staff, and administrators in the recruitment and retention of a diverse campus community (see [Intercultural Student Services](#)). Under the auspices of this office, candidates are exposed to a variety of enrichment programs, such as International Night, the Peace Walk for Martin Luther King Day, Sabah (a national ice skating therapy organization serving children with disabilities, see [Sabah Flyer](#)), Conversation Partners (sponsored by UF's IELP), an Intercultural Awareness Peace wristband campaign for Martin Luther King Day, and various activities for Black History Month (see [Black History Activities](#)). With the help of the University convocations committee, the College of Education also sponsored Joe Clark, the African American principal about whom the Warner Brothers movie *Lean on Me* was based, as a speaker.

Searches for open positions in faculty, administration, and staff within the College of Education are conducted in accordance with university policy. Advertisements for personnel are placed in journals such as *Hispanic Outlook*, which are known to have a large, minority readership, as well as in national publications with extensive recruitment functions, such as the *Chronicle of Higher Education*. The unit selects a committee to screen all applicants. Committee members make efforts to recruit qualified applicants who can expand the diversity of the unit and its programs. Community resources are contacted, as well as institutions producing high percentages of minority graduates with terminal degrees. When new faculty members are hired, they are assigned mentors within the College of Education. The mentoring system is designed to help them make a smooth transition to the University and the unit by answering questions about policies and procedures, assisting with the preparation of syllabi, assisting with the development of class activities and assessments, modeling "best practices," and team teaching. Mentors typically are faculty members who teach in the same licensure area as that of the new faculty member or are their program director.

In addition to seeking out faculty members who represent diverse perspectives, the unit works with existing faculty to ensure that the unit's commitment to diversity, as stated in its conceptual framework, is supported through professional development, shared resources, and programming. The unit supports diversity through purchasing materials such as videos, books, and journals that are shared with faculty. The unit also supports faculty development by sending faculty members to conferences focusing on diversity as well.

Element 3: Experiences Working with Diverse Candidates

The University of Findlay's professional education candidates have numerous opportunities to work and learn alongside peers who are unlike themselves in terms of racial/ethnic identities, ages, and disabilities. It is often difficult to obtain accurate data regarding race and disability, because both are self-reported. The University's Office of Disabilities works with individuals with disabilities who seek help. They also contact faculty members when candidates in their classes need accommodations for specific disabilities. Over the last four years, the percentage of candidates in the College of Education from diverse backgrounds in both the graduate and undergraduate programs meets or exceeds Ohio's demographics for minority populations of 13.8% (see [Candidate Ethnicity by Year](#) and [Ohio Demographics](#)).

Given UF's location in a largely rural area of Ohio, it is surprising that the percentage of non-white candidates in both initial and advanced programs closely approximates Ohio's diversity statistics based on the year 2000 census records. Efforts made by the University Undergraduate Admissions Office, the university's new Director of Admissions, and college faculty to recruit a diverse body of candidates from large urban areas clearly has begun to produce positive results. Hopefully, this combined effort will continue to result in larger numbers of candidates representing diverse racial and ethnic identities enrolling at The University of Findlay.

There have also been recent changes in recruitment responsibilities within the University, which have resulted in the Office of Graduate and Special Programming becoming

responsible for recruitment into the graduate programs. Until recently, recruitment into the College of Education graduate programs has been largely through word-of-mouth advertising. This is likely to change as the University seeks to expand its graduate programming. The post-baccalaureate licensure program in the College of Education, because it is scheduled primarily in the evening, on weekends, and during the summer, attracts a wide variety of working adult candidates in terms of age, gender, cultural background, and disabilities. In addition, the Master of Arts in TESOL program attracts large numbers of international students, many of whom take classes in the Master of Arts in Education program as well. These students provide an international perspective that is welcomed by the College faculty and candidates.

Dr. Irma Hanson, a faculty member in the Teaching English to Speakers of Other Languages (TESOL) area, wrote proposals and received two grants to train teachers in the Cleveland area. One was to allow paraprofessionals, who were tutoring children in English as a second language, to earn their initial teaching license and then add TESOL endorsements at the master's level. This group represented a cross-section of nationalities and ethnicities. Because they often traveled to The University of Findlay campus for their courses, they attended classes with other professional education candidates. A second grant obtained by Dr. Hanson provided funding and instruction leading to master's degrees in TESOL/bilingual education for teachers in the Cleveland public schools.

The College of Education follows the University's Anti-Harrasment and Non-Discrimination Policies, which are posted on the University of Findlay's web site (see <http://www.findlay.edu/offices/studentervices/studentrights/section8.html>). Candidates are encouraged to take the action steps outlined there if they believe that they or any of their fellow students are the objects of discrimination or harrasment.

STANDARD 5 – Faculty Qualifications, Performance, and Development

The College of Education faculty at The University of Findlay is dedicated to teaching and advising, scholarship, professional development, and implementing best practices so that all candidates can learn and can have a positive impact on P-12 student learning. Unit faculty members are experienced teachers who are well qualified to prepare beginning teachers for their work with students in P-12 schools and their families. Graduate faculty members have terminal degrees and/or qualifications that qualify them to facilitate the continuing development and advanced preparation of professional educators.

During the 2004-5 academic year, 20 College of Education (COE) full time faculty comprise the teacher education unit at The University of Findlay. Of these faculty members, 4 (22%) are at the rank of *professor*, 4 (22%) are *associate professors*, 9 (50%) are *assistant professors*, and 1 (5.6%) is an *instructor*. There also are 2 *full-time instructors on limited contracts* and 18 *adjunct (part-time) faculty members*. Seven (38.9%) of the faculty members in the COE have been employed at The University of Findlay for 3 years or less. Eight (44.4%) of the faculty members are tenured, seven (38.9%) are on the tenure-track, and 3 (16.7%) are on limited, long-term contracts. Fourteen (77.8%) of the COE faculty members have earned doctoral degrees and one is ABD (5.6%) and expects to finish her Ph.

D. degree in 2005. The rest hold at least masters degrees. Twelve (66.7%) of the faculty members are female and five (27.8%) are from underrepresented racial/ethnic/religious backgrounds, four of whom represent ethnic minorities. See faculty lists: [Fulltime COE Professional Education Faculty List](#), [Part-time COE Full-time UF Faculty List](#), [Part-time COE Faculty List](#) and [MA in TESOL Faculty Full- and Part-Time](#).

Element 1: Qualified Faculty

Fourteen (93.3%) of the tenured or tenure-track, full-time COE faculty hold terminal degrees in their fields of specialization. One (6.7%) has completed all but her dissertation (ABD) at Kent State University. The faculty members who hold masters degrees have exceptional qualifications for their positions and are on limited contracts while they pursue higher degrees (see [Fulltime COE Professional Education Faculty List](#)). Many faculty members who hold rank in the COE have received doctoral degrees from Ohio “research 1” institutions. All (100%) of faculty with terminal degrees have earned degrees them in education.

In addition to holding terminal degrees, it is important to note that 18 out of 20 (90%) of the COE faculty have experience teaching in P-12 schools at a variety of levels and most hold active teaching licenses in their fields. One who did not teach in public schools runs the College of Education’s Human Resource Development strand and does not work with licensure candidates. Another faculty member has taught in Ohio’s prison system and is licensed, but has not taught in the public schools.

All school faculty (i.e., cooperating teachers) in UF’s partner K-12 schools are fully licensed in the fields that they teach. Pre-kindergarten teachers employed by the public schools also maintain appropriate licensure in their areas. Early Childhood candidates are placed in public preschools or kindergartens for their methods (junior) field experience and in primary classrooms for their student teaching experience.

A total of 38 professional educators provide field supervision to candidates in initial licensure programs. Of these, (97.4%) hold advanced degrees; 29 (76.3%) have master’s degrees; one (2.6%) is ABD, and 8 (21%) have earned doctoral degrees. The remaining supervisor (2.6%) holds a bachelors degree. Supervisors hold degrees in a range of content areas representative of the teacher licensure programs at The University of Findlay and they supervise in their areas of expertise. Most are veteran teachers, with many years of teaching experience. UF’s current cadre of supervisors is well equipped to provide appropriate mentoring and knowledgeable support to candidates in their professional education programs (see [Supervisor List 2004-5](#)).

Element 2: Modeling Best Practices in Teaching

Faculty members in the College of Education are well qualified to work with candidates in both initial and advanced programs as evidenced by their terminal degrees and/or exceptional qualifications in their teaching disciplines. All faculty members in programs that prepare P-12 educators are formally educated in their content and professional areas and most have

experience teaching the P-12 schools. In addition to possessing expertise in their specific disciplines, unit faculty members have a sound understanding of pedagogy and apply their knowledge of the principles of developmentally appropriate “best practice” to their work with candidates.

The professional education faculty at UF is committed to the unit’s conceptual framework. Their teaching practices reflect their commitment to the development of *reflective practitioners who are lifelong learners*, as evidenced in the programs they have developed and in their course syllabi. In addition, faculty members include in their teaching innovative and research-based practices that support the academic and developmental progress of the College of Education’s candidates for both initial licensure and advanced degrees. Textbooks and other materials selected for courses are current and reflect a clear understanding of the theories and research that guide contemporary practice. Course syllabi are cross-referenced to SPA standards and the conceptual framework. UF’s professional education faculty is committed to candidate learning and to assessing candidate performance as a means of evaluating their own teaching effectiveness and the effectiveness of the college’s programs. Probably the best testimony supporting this focus is demonstrated by the faculty’s determination to implement *College LiveText* as a means of tracking candidate success. Other dispositions demonstrated by faculty members include:

1. Faculty members demonstrate flexibility in terms of course syllabi requirements, including making adjustments to deadlines, assignment requirements, and assessment methods in response to suggestions by candidates throughout the semester. Flexibility also extends to individual student needs and external circumstances, such as field experience, that sometimes require changes or accommodations. The faculty models the student-centered approach they expect candidates to apply in their own work with students in the P-12 schools.
2. Faculty members model “best practice” instructional strategies such as discussions, cooperative learning, content reading strategies, multiple intelligences strategies, graphic representations of knowledge gained during a class session, activating prior knowledge, journal writing, Blackboard discussion threads/chat, Ticket Out activities, exit questions, and e-mail responses to candidates’ questions/concerns. These instructional strategies keep candidates actively engaged in their own learning and give faculty members opportunities to check for candidate understanding continually throughout each semester.
3. Faculty members are reflective about class activities and candidate successes, leading to formative changes made that meet the individual and collective needs of candidates in COE programs. Faculty members take candidates’ suggestions seriously and consider potential revision in light of the perceived needs of candidates, but tempered by their own professional knowledge of the expectations of NCATE, the SPA standards, the unit’s conceptual framework, and the research base.
4. Faculty members respond to summative student evaluations required by The University of Findlay at the end of each semester, as described in the Faculty Manual.

In addition to using the University’s course evaluation forms, where candidates provide feedback on course and instructional quality, some faculty members design their own course evaluation instruments for the purpose of gathering data specific to their own courses. Evaluation forms typically include requests for candidates’ opinions on the quality of instruction, methodology, assessment, and instructional materials.

5. Faculty members utilize performance-based assessments that enable faculty members to gauge the degree to which students can apply knowledge and information to practice (portfolios, e-folios, *LiveText*, action research, and exit interviews).
6. Faculty members review the results of the unit’s Praxis I, II, and III exams. Information from these scores drives instruction and results in course syllabi changes as needed to meet the needs of candidates. Candidates’ scores on the Praxis II and Praxis III examinations reflect the College of Education’s success in preparing candidates as entry-level practitioners.

Unit faculty members utilize a variety of instructional strategies that encourage candidates to develop their skills in reflection, critical thinking, problem solving, and professional dispositions. A common UF syllabus template requires all University faculty members to indicate the instructional strategies they use in their course syllabi. The unit faculty charted their use of these instructional strategies over all of the courses they teach during a focus group discussion. A compilation of the instructional strategies and percentage of usage by faculty follows.

Instructional Strategy	Faculty Use	Percentage of Faculty Users
Case Studies	63	45%
Debate	35	23%
Discovery/Independent Research	99	65%
Discussion/Questioning/Interviewing	108	71%
Experiential Learning	69	45%
Field Experience	68	44%
Group Presentation	65	42%
Lab Experience	24	16%
Modeling/Direct Instruction/Lecture	109	71%
Library and Internet Research	109	71%
Practice/Drill	37	24%
Problem Solving	95	62%
Reading Assignments	110	72%
Role playing/Simulation Games	61	40%
Service Learning	22	14%
Video/Audio Review/Critique	72	48%
Other	35	23%

Faculty members utilize instructional strategies to deliver theoretical and conceptual information to candidates. The five most frequently used instructional strategies include: (1)

reading assignments, (2) library and Internet research, (3) modeling/direct instruction/lecture, (4) discussion/questioning/interviewing, and (5) discovery/independent research. In addition, 40% or more faculty members also employ case studies, experiential learning, field experiences (beyond those required by the unit), group presentation, problem solving, role playing/simulation, and video/audio review/critique. This demonstrates that the faculty is stretching well beyond some of the more traditional modes of delivery.

Faculty assignments are designed synthesize knowledge, demonstrate application of a skill, or require critical thinking. Assignments require students to understand multiple perspectives on a variety of issues, as well as what the research suggests about them.

When asked in the focus group discussion about the kinds of “*Other*” instructional strategies they employ to meet the learning styles of individual learners, unit faculty reported the following:

- a. Portfolio development (both initial program review and culminating)
- b. Cooperative learning and creative design
- c. Creative collaboration model
- d. Professional speakers
- e. Blueprint development
- f. *LiveText*

Consistent with the unit’s conceptual framework, the College of Education faculty values principles of diversity in all its forms and weaves respect for diversity throughout courses. In the Fall 2004 focus groups, a question related diversity was posed to faculty members. A qualitative analysis of responses related to this question was conducted. Faculty members were asked to describe ways in which they infused diversity into their courses and instructional practices. The following broad categories of responses emerged from the response analysis.

1. The faculty uses case studies within individual courses to address issues in diversity. These cases address cultural and ethnic customs and rituals, Ebonics, exceptionalities/disabilities, assistive technology, gender, and roles within educational administration.
2. While developing and implementing the action research projects required of all candidates, class discussion focuses on how learning styles, socioeconomic status, disability, culture and ethnicity, and gender might impact research results.
3. Faculty in the education program areas of early childhood, middle childhood, adolescent/young adult, multi-age, and intervention specialist address the needs of children with diverse ability levels as well as how to help students learn about the diverse cultures represented within schools that partner with The University of Findlay. This includes field placements in P-12 schools based on student diversity such as development and disabilities, multiculturalism, and socio-economic status.

4. Guest speakers with differing perspectives are invited to address candidates. Some examples include parents of students with disabilities, guest panelists from different cultures, and superintendents who are female and/or of diverse ethnicities. In addition to guest speakers, videos are used by faculty relative to culture, exceptionality, and biases/assumptions in many courses throughout the College of Education.
5. Faculty within all professional preparation programs select reading materials (journal articles, children’s literature, textbooks, etc.) that examine cultural and ethnic themes, diversity, exceptionalities, and multiculturalism. Appreciating the arts (music, art, and theater) is incorporated within courses and instruction as applicable. Diversity as represented in the arts is also a focus.
6. The faculty strongly believes that developing awareness of cultural and educational differences is critical for UF candidates. Once this awareness is established, candidates are provided with the necessary skills to address these differences. Lesson plans require UF candidates to address the diverse needs of P-12 students (learning styles, multiple intelligences, multiculturalism, ethnicity, gender, exceptionality/disabilities, limited English proficiency, etc.) through instructional strategies, accommodations/ modifications, and assessments.

Unit faculty members rely heavily upon the use of technology to inform their professional practice and support their teaching. For example, faculty use email and Blackboard to communicate with their students, *PowerPoint* and other presentation software to design high quality instructional presentations, and video and digital cameras to bring the world of professional practice into the college classroom, as well as to record candidates’ instruction within their P-12 assignments. Many faculty members use *LiveText* to enable students to showcase their lesson plans, web quests, action research projects, parent communication, learning environment, student work samples, and assessment results in electronic portfolios. Artifacts gathered during sophomore and methods (junior) block field experiences, student teaching, and the beginning years of teaching are included in the electronic portfolios. During the focus group discussion, faculty indicated both the types of technology they use within their courses as well as the types of technology required of candidates to develop and use in their own teaching. The table that follows is a compilation of the types of technology faculty members utilize in their teaching. This was charted for individual courses and summarized.

Types of Technology	Faculty Use	Percentage of Use
Word Processing	101	66%
PowerPoint	80	52%
Webquests	29	19%
Internet	103	67%
VCR/TV/DVD	96	63%
CD-ROM	53	35%
Overhead Projector	91	60%
Distance Learning	19	12%
On-line Courses	13	8%

Blackboard Chat	13	8%
Blackboard Discussion Thread	31	20%
Blackboard Instruction	28	18%
United Streaming	23	15%
<i>LiveText</i>	61	40%
Digital Video Camera	40	26%
Assistive Technology	22	14%
Smartboard	2	Less than 1%
E-Folio	34	22%
Other	22	14%

Not surprisingly, the most popular technologies are Internet, word processing, DVD/VCR, and overhead projectors. Forty percent or more of courses also include faculty use of *LiveText* and PowerPoint. The percent of courses using *LiveText* is expected to increase as more faculty members become familiar with its use. There are courses that would not require its use if they do not have field experience or lesson planning as part of the course requirements. Increasing numbers of faculty are also using BlackBoard to support their classes, whether it is posting lectures, PowerPoint presentations, course materials and announcements for candidates or involving the class in online chats and/or threaded discussions.

Each year the Dean conducts an analysis of candidate student evaluations as part of the faculty evaluation process. The University's student evaluation system contains five questions and allows students to rate faculty members on a scale of one to five. In general, College of Education faculty were rated in the two most positive categories the majority of the time. In those instances where a faculty member does not receive acceptable ratings, the Dean advises him/her to develop an improvement plan. Issues with teaching are recorded on each faculty member's evaluation by the Dean and are tracked for improvement over the years. Tenure and promotion can be negatively impacted if a faculty member does not demonstrate consistent positive student evaluations or significant improvement in their ratings. When student evaluations are consistently negative, mentoring is one intervention that is employed by the College of Education. Mentors may be peers of the faculty member. The program director is ultimately responsible for each faculty member in his or her area, so he/she is likely to be involved as well and may be the mentor. The College of Education is blessed with a faculty that generally receives high marks from the candidates, despite the fact that they place high demands on the candidates. The professional education unit is perceived by candidates to be skilled in teaching and committed to excellence in teacher preparation.

Element 3: Modeling Best Practices in Scholarship

The education faculty at The University of Findlay demonstrates scholarly work in their fields of specialization. They are engaged in many types of scholarly work, based in part on the missions of the University and the professional education unit, but also on their own professional expertise and interests.

All faculty members must address the University's four tenure and promotion categories each year through self-review and reflection submitted to the Dean of the College of Education and the Vice-President of Academic Affairs (see [Faculty Self Evaluation Form](#)). Faculty members have the freedom to decide how much emphasis they place in each of the four areas during each academic year. Two of the four areas directly address best practices in scholarship:

1. Exhibits a strong commitment to effectiveness in teaching and academic counseling and advising; and,
2. Is dedicated to professional growth and achievement, including substantial activity in at least one of the following areas:
 - a. publications, presentations, and performances in academic specialty area,
 - b. continuing education in academic specialty area, and
 - c. acquisition of new pedagogical skills.

Teaching is a primary activity, but faculty members are also active scholars who make important contributions to the development and dissemination of knowledge. A review of faculty productivity in the area of scholarship was collected through the COE's fall 2004 focus group discussions, as well as through information collected by the Dean of the College of Education as part of the university's tenure and promotion process. The broad categories of responses received in these settings are as follows.

1. Faculty are strongly encouraged and generously supported in attending professional conferences. These conferences provide faculty with information they can use in their coursework and professional development. In addition, most faculty have presented at local, state, and national conferences in the area of their professional expertise. Faculty members also have presented at international conferences.
2. The Teaching, Learning, and Technology Center (TLTC) at The University of Findlay provides grant monies, instructional support, and individual assistance to faculty members who seek to integrate technology into their courses. This center enables faculty to utilize innovative teaching practices in their courses and to model for candidates how technology can enhance student learning.
3. Most faculty members are actively involved in grant proposal writing. Both full-time and adjunct faculty have written and received numerous local, state, corporate, and national grants. These grants deal with numerous areas: technology, learning modules, mobile science labs for P-12 students, service learning in foreign languages, P-12 school-community surveys and strategic plans, diversity partnership grants with Toledo Public Schools, and federal on-line learning. The PT3 grant for \$1,350,000 supports the entire university faculty in the use of technology in courses. The BOLT Project was an Eisenhower grant that paid for a cohort group of teachers to earn a Master of Arts in Education degree focusing upon increased content knowledge in

science as it applies to thematic teaching. Dr. Gwynne Rife is responsible for that grant and many others. One of Gwynne’s collaborations with the Ohio Board of Regents provided Palm Pilot technology for faculty in the College of Education and the Colleges of Arts and Sciences. Participants were given Palm Pilots and were trained on the basics of using them for professional organization, as well as how to develop lessons utilizing hand-held computers (see [Science Education Grants and Projects](#)). Several faculty members also participated in an Ohio Board of Regents PT3 grant to create a technology learning objects to be placed in a resource web site. In addition, several faculty members have assessed and reviewed grants at various levels. These included, but were not limited to, preschool/TESOL grants in the Cleveland City Schools, RFP mentoring for National Board Certification, FIPSI grants, Ohio Board of Regents (2005-06) through COSMOS (related to improving math and science education), American Association of Teacher Education (AATE) grants, and a national VREAL (Virtual Reality Education Assisted Learning) grant through the U. S. Department of Education.

As is indicated by the above examples and those that follow under Elements 4 (Service) and 5 (Collaboration), faculty members in the College of Education tend to become involved in very practical grants, projects, and community outreach initiatives that benefit their teaching, the teaching of current and pre-service practitioners, and the learning of children in the P-12 schools.

Faculty members are making significant contributions to the field as documented by the aggregated data in Table 5.

Faculty Scholarship Fall 2001-Spring 2005	
Articles	11
Books	1
Other Publications	3
Grants	4
State Conferences	23
Regional Conferences	4
National Conferences	15
International Conferences	1
Total	62

Element 4: Modeling Best Practices in Service

College of Education faculty members provide service to the college and university, to P-12 school in the region, and to the profession in ways that are consistent with the University and unit missions. The University of Findlay has a clear commitment to outreach and community engagement as demonstrated by the fact that the faculty evaluation system includes service to the community and service to the University. Faculty in the unit mirror this commitment with a variety of service activities that occur at the local, state, and national levels. They are also very much engaged in the business of the University and the unit, serving in a variety of

capacities on University-related committees and initiatives. The following table summarizes faculty service from Fall 1998-Spring 2003.

Faculty Service: Fall 1998-Spring 2003	
Community Service	15
University Service	20
Professional Service	27
Total	62

College of Education faculty members are actively involved with the professional world of practice in P–12 schools. A specific example is the College of Education involvement in the Toledo Public Schools Reading Academy. This partnership has existed since 2001-2. The Toledo Public Schools employ Literacy Specialists, who were trained by the union (American Federation of Teachers) and the Ohio Department of Education. They select schools to be involved in the Reading Academy and The University of Findlay provides instruction for the reading endorsement. The involved schools must meet specific criteria in terms of low performance in reading. This is now a two-year process including the six reading classes that comprise the reading endorsement. The TPS Literacy Specialists mentor teachers in the program through weekly meetings and teachers also attend a weekly endorsement course session. The Reading Academy has had a positive impact on student learning in the Toledo Public Schools, contributing to the schools improved standing in No Child Left Behind/state ratings.

In another partnership with the Findlay City Schools, candidates in the content area reading class mentor Findlay High School students in their academic study halls. This allows candidates to practice content area reading strategies utilizing materials that the high school students need to study. This has been a positive partnership for all involved. It is also continued in the summer months.

In the Intervention Specialist program, candidates in the Vocational Transitions course mentor high school students from Findlay High School special education classes. In this project, high school students are assigned jobs on the University of Findlay campus. They are mentored both by campus job coaches (university employees) and by the Intervention Specialist candidates, who meet them when they get off the bus and give them personalized attention as they work on their campus job. Coached by the Intervention Specialist candidates, the high school students learn responsibility and attain a sense of their own abilities to perform well at their jobs. The Intervention Specialist candidates get a true sense of how rewarding working in special education can be.

The Mazza Museum (see <https://mazzamuseum.findlay.edu/index.html>) is a unique facility on The University of Findlay campus. It contains an internationally known collection of original art from children's picture storybooks. It is unique in the world in that it is a teaching gallery. The children's books from which the art comes are displayed below the art works so that docents can read the books to children and point out how the art translates into

book format. The Mazza Museum includes over 1000 works of art, which are displayed on a rotating basis in themes that highlight different aspects of picture storybooks: the use of light, Mother Goose books, historical children's books, the works of specific illustrators, perspective, media, style, and the creative process. The Mazza Museum, reaches out to the community in numerous ways, including conducting school tours, sharing author kits that can be checked out by individual teachers, providing guest speakers who are internationally and nationally known authors and illustrators, and conducting two institutes (one in the summer and one in the fall) featuring guest authors and illustrators and breakout sessions with ideas on how to integrate books into the curriculum and classroom experiences. The Mazza Museum is overseen by a national board and benefits from a large cadre of local volunteers, known as the Mazza Enthusiasts.

The Early Childhood and Middle Childhood programs partner with the Hancock County Park District by manning stations illustrating pioneer crafts and activities and becoming living history re-enactors during fall Pioneer Day school group tours at the Litzenburg Forest, a historical farmstead that is one of the Hancock County Parks. Middle Childhood candidates also prepared activities for the park district's participation in the Ohio Bicentennial Celebration. These candidates subsequently implemented their activities with school groups who were visiting the park for the bicentennial. This collaboration has been very enjoyable for the candidates and deeply appreciated by the Parks District personnel, who welcome extra hands during such activities.

Candidates in College of Education reading courses participate in various reading mentoring programs during their time at UF. Ohio has a mentoring initiative called Reading First. Locally, this was implemented through the HOSTS and LAMP programs. HOSTS is a national program which utilizes computers to identify areas of weakness in school-age children and possible interventions. Candidates from the College of Education have served as mentors in the HOSTS program and have helped behind the scenes by planning the activities that mentors implement. LAMP is a program that was developed by one of the faculty members in the College of Education who maintains a joint appointment with the Hancock County Schools as a language arts curriculum coordinator.

College of Education freshmen participate in a modified LAMP program which allows them to mentor a child in reading for four times while enrolled in the *Introduction to the Profession* course. This gives them immediate contact with children in schools to help them determine whether teaching is really the career for them. As part of this project, the children from the public schools are invited to breakfast with their college mentor/friend. The candidates, teachers, children and their parents are all very enthusiastic about this project. The unit has collected some anecdotal comments about the importance of having a college-age friend for some of the children.

There are some additional service collaborations in the planning stages. These include:

1. working with Camp Fire USA to align their curriculum with Ohio's content standards;

2. working with Big Brothers/Big Sisters of Lima, Ohio in a project mentoring middle school students who wish to become teachers; and
3. Learning Without Borders, a project designed to link high school students in America with students in South Africa through problem-based learning projects related to AIDS.

Professional education faculty provide education-related services at the local, state, national, and international levels by reviewing conference proposals, reading and reviewing grants, serving on state planning committees, reviewing programs for state program approval, working on the state K-12 assessment system, and providing strategic planning leadership. They are intensely involved in service activities at all levels.

Element 5: Collaboration

Faculty in the College of Education at UF collaborate regularly and systematically with their colleagues in the P–12 schools, with faculty members in other colleges, and with members of the broader professional community to improve teaching, enhance candidate and student learning, and to prepare highly capable and reflective educators who are committed to lifelong learning and continuous improvement in educational practice. The University of Findlay’s professional education unit enthusiastically seeks out collaborative initiatives both inside and outside of the institution. While some projects are geared towards service to the community, such as those described above, others support the professional growth and development of faculty. Examples of major collaborative activities undertaken by professional education faculty include the following.

1. *Faculty Roundtable Discussion Contributing to Professional Growth.* The University supports a Faculty Roundtable, whose members read and discuss books on a variety of topics. College of Education faculty members have attended these sessions.
2. *TLTC Workshops for Faculty and Students.* The Teaching, Learning, and Technology Center frequently provides opportunities for unit faculty members to interface with each other and with faculty outside of the unit on a variety of topics, particularly those related to technology. They also support faculty roundtables that provide feedback on technology initiatives across the campus. The TLTC hosts presentations on a regular basis on such topics as BlackBoard, Tegrity, PowerPoint, and digital photography.
3. *University Grant Writing Training.* The University’s grant-writing team also provides training for faculty interested in learning how to write grants. This team also supports grant writing by providing editing and templates of institutional information.
4. *College Supported Professional Development.* Formal lectures that are sponsored by the unit are open to the public, as well as to members of the University community. These are supported monetarily by University Convocations Committee, and include prominent guest lecturers such as Dr. William Purkey and Dr. Steven White. The

College has also supported special training by external experts. For example, the College invited Dr. Carmen Geibelhaus from Educational Testing Service to help the faculty interpret the unit's Praxis II results. Faculty members from the content area colleges were also invited to this training. Additionally, the College has also supported numerous *LiveText* training sessions to assist with the implementation and interpretation of data. Finally, the College supports a faculty retreat each May, which provides an uninterrupted opportunity to address issues facing the College.

5. *Unit Sponsored Partnerships within the Community.* Partnerships within the community, and especially with the P-12 schools, support high quality education and academic performance for candidates and students, as suggested by the partnerships listed under Element 4. The College of Education is also a partner in the COSMOS Math and Science Consortium, which provides *critical friends* training for math and science teachers, as well as professional education candidates throughout Northwest Ohio. This is accomplished in collaboration with Arts and Sciences faculty, and with The University of Toledo and Bowling Green State University.
6. *Informal Collaboration.* Effective collaboration also occurs at an informal level as faculty work together on a range of projects, committees, and initiatives. Tenured faculty members often mentor untenured faculty by providing support and guidance related to teaching and advising, scholarship, and service to the community and the University. Program-area faculty members often meet to collaborate on courses, *LiveText* implementation, and program planning, which helps the College achieve program coherence for candidates.

Element 6: Unit Evaluation of Professional Education Faculty Performance

The University of Findlay's College of Education systematically and regularly assesses faculty performance in conformity with institutional policy. The basic requirements and guidelines for faculty assessment are outlined in the University's *Faculty Manual* and the *College of Education Policies and Procedures Manual*. Contents of these two documents are updated annually. Professional education unit faculty members are individually evaluated for promotion, tenure and merit based on their performance in teaching and advising, scholarship and professional development, service to the university and service to the community. Each academic department is responsible for mentoring new faculty and assisting continuing faculty with problem performance areas.

Over the past few years, due to a University effort to reduce load, several new College of Education positions were approved. The fact that many of the College of Education faculty members have been in their positions for three years or less has created a challenge for the unit, especially in terms of providing adequate and appropriate mentoring. It has been difficult for the College of Education to provide sufficient experienced faculty to focus on critical committee work of both the unit and university. To help support new faculty as they come to know the operations of The University of Findlay and the College of Education, as well as to provide a place for experienced faculty to find consistent information about the

College, the Dean and program directors developed the *College of Education Policies and Procedures Manual*. This was created to assist new and experienced faculty with the day-to-day administrative tasks that university instructors must accomplish throughout any given academic year. It was also designed to assure coherence and consistency in advising for candidates in the College of Education programs.

Element 7: Unit Facilitation of Professional Development

In keeping with the unit's commitment to support continuous improvement, The University of Findlay's College of Education provides numerous professional development activities for its faculty, staff, and candidates. Over the past few years, the college has brought in state and nationally recognized speakers to discuss current trends in teacher education, including Joe Clark, the African American principal about whom the Warner Brothers movie *Lean on Me* was based (see <http://www.joeclarkspeaker.com/biography.htm>); Dr. William Purkey, co-founder of the International Alliance for Invitational Education (see <http://www.invitationaleducation.net/>); and Dr. Stephen White of the Center for Performance Assessment (see <http://www.makingstandardswork.com/>). Unit faculty have been awarded grants to provide other faculty and P-12 practitioners with training in critical areas of professional education, such as technology and assessment, and the unit has sponsored training by external consultants in interpreting Praxis II results for program improvement and in the implementation of *College LiveText*. The unit also has provided funding for individual faculty members to attend conferences and participate in workshops or training in areas that will enhance their professional knowledge or expertise.

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.

Element 1: Unit Leadership and Authority

Professional education leadership at The University of Findlay has changed since the College of Professional Studies was divided into the College of Business and the College of Education in 1999. Prior to this reorganization, all certification and endorsement programs were housed in the College of Professional Studies. When the College of Business and the College of Education became independent entities, the Master of Arts in TESOL joined the College of Liberal Arts with endorsements in TESOL and Bilingual Education continuing to be under the leadership of the College of Education. Consequently, the Dean of the College of Education is responsible for both licensure programs in the COE and the professional education programs leading to the TESOL and bilingual endorsements in the College of Liberal Arts.

The unit, led by the Dean of the College of Education, coordinates The University of Findlay's professional education programs, including initial licensure programs and advanced programs. The unit ensures that all programs meet institutional, state, and national

professional standards. All programs are approved by the Ohio Department of Education. The partnership that Ohio has with NCATE is such that all programs must be written to new SPA standards within 18 months of standards changes. Because of standards changes, several programs were recently rewritten. The University of Findlay was fortunate to participate in a pilot program to submit their professional programs directly to NCATE as an alternative to seeking approval at the state level. The Early Childhood, Intervention Specialist, Multi-Age Health, Principals, and Superintendents programs were submitted directly to NCATE in early November 2004.

Education Advisory Council

The unit works with the UF's Education Advisory Council to review its programs, policies, assessment plans, and conceptual framework. The Education Advisory Council consists of faculty from the College of Education, the College of Science, the College of Liberal Arts, and from the school districts served by the College of Education, as well as additional stakeholders from the community. These stakeholders include business people and representatives of additional College of Education faculty. Currently, the Education Advisory Council consists of over 100 members (see [Education Advisory Council List 2004](#)). There is an annual meeting designed to give the College of Education feedback on a variety of issues it faces. This feedback is carefully reviewed and changes are made accordingly. Changes are reported in an annual report to the Education Advisory Council (see [Report to Education Advisory Council 2003](#) and [Report to Education Advisory Council 04-05](#)). In addition to the combined annual meeting, the College of Education also incorporates smaller focus groups drawn from the larger council in its planning.

Policies and Procedures

The unit's policies are published in the *College of Education Policies and Procedures Manual*. This manual is designed to assist College of Education faculty in teaching and advising. It was completed in December 2004. It is distributed beyond the College of Education faculty so that all Content Area Program Directors and pertinent administrators, as well as adjunct faculty, have copies. Recruitment, admissions, student services, and University policies are published in University catalogs and online for both undergraduate and graduate students (see [Undergraduate Catalog](#) and [Graduate Catalog](#)). The catalogs are revised on alternate years, with the undergraduate catalog currently undergoing review. All students and The University of Findlay have equal access to student services and advising. Because of the complexities of advising College of Education candidates, the unit decided to publish its own policies and procedures manual so that there would be coherence across the institution and the unit. The University of Findlay's web site (www.findlay.edu) also contains information about the College of Education and its programs, The University's policies, student services, University employees, current events, tuition and fees, housing, and many other aspects of University life. The web site is currently being rebuilt, so some of the information on it is not current and will not be corrected until the new version is launched in August 2005.

Initial advising at the undergraduate level occurs when candidates enter the University.

Entering freshmen are given placement tests in reading, writing, and mathematics. They may also take a language placement test. The results of these placement tests are filed in their folders, and they come to College of Education faculty for classroom placement. At this time, candidates are assigned to their advisor, who are a faculty members in the College of Education. Candidates for AYA and Multi-Age programs may have an advisor in their content area, as well as an advisor in the College of Education. Content Area Program Directors pay careful attention to tracking new candidates in their licensure areas. Undecided majors are assigned advisors within the College of Education. Candidates who are admitted through the Foundations Program will remain with their Foundations Program advisors, at least as long as they remain in that program.

At the post-baccalaureate level, candidates are initially advised in several ways. They may come in through the Office of Graduate and Special Programs, where they are assigned College of Education faculty advisors. The College of Education's Licensure Officer or the Area Program Director may also conduct licensure audits for post-baccalaureate candidates. Then, faculty advisors are assigned according to the candidate's licensure areas. Candidates for AYA and Multi-Age programs may have advisors in their content areas, as well as advisors in the College of Education. Content Area Program Directors pay careful attention to track new post-baccalaureate candidates in their licensure areas as well.

Student services at The University of Findlay includes Health Services, Career Planning and Placement, Counseling Services, Disabilities Services, Minority Student Services, and a variety of clubs, fraternities and sororities, and activities. All students have access to University dining anywhere on campus as to the Shafer Library, and the Fitness Center. Graduate students may also live in University housing. All student services are described on The University of Findlay's web site, where students may find directions on how to access specific services <http://www.findlay.edu/offices/student-services/>.

Unit faculty members, in consultation with other units on campus and with public school partners, develop and implement all professional education programs appropriate to their areas of expertise. Each program is led by an Area Program Director, who also collaborates with supervisors, adjunct faculty, and COE faculty in the area of licensure. There is a standard process at The University of Findlay for program approval. After approval at the college level, programs are sent to the state or NCATE for approval. Graduate curriculum proposals are submitted to a curriculum subcommittee of The University Graduate Council. This committee studies curriculum changes and makes recommendations to the full Graduate Council, which then approves the programs. Although undergraduate programs must be approved by Faculty Senate prior to implementation, the College of Education typically waits until the state or NCATE approves programs before seeking approval at the University level in case rejoinders are required. This is because changes approved by Faculty Senate or Graduate Council go immediately into the University catalogs and registration (CARS) system, so changes resulting from required rejoinders would have to be corrected. All programs at both the undergraduate and graduate levels are subject to review and approval by the Vice President for Academic Affairs, the President, the Board of Trustees, the Ohio Department of Education (ODE), the Ohio Board of Regents (OBR) and the Specialized Professional Associations (SPAs).

Practitioners in the P-12 schools also have input into the design, implementation, and assessment of programs. Each semester the cooperating teachers fill out a survey based upon the Student Teacher Exit Survey (see [Cooperating Teacher Survey Form](#)). They also take part in the Education Advisory Council and program focus groups. Collaborative projects that involve unit faculty also provide opportunities for communicating with P-12 practitioners and administrators.

Candidates are also involved in the evaluation of the unit. Student teachers complete their exit surveys at the end of their student teaching (see [Student Teacher Exit Survey](#)). The survey poses questions about how well the unit has prepared them for the realities of the classroom. The survey is based on NCATE standards, Praxis/Pathwise Domains and Criteria and UF outcomes. Results of these surveys are carefully analyzed and appropriate adjustments are made. When the College of Education was determining which dispositions should be included in its assessment plan, candidates, cooperating teachers, and faculty participated in a Delphi study of dispositions. The results provided a rank order of dispositions characteristics considered important by all constituents (see [Delphi Study Results](#)).

The College of Education has a strategic plan, which was developed with representative faculty members. It is reviewed periodically. This plan evolves over time as the unit accomplishes its goals. The unit plans to review and update its strategic plan in Spring 2005. This will be reviewed by the Education Advisory Council at its June 2005 meeting, and council members' suggestions will be considered for inclusion in the plan. Also each semester, the Dean writes a report for the Vice President for Academic Affairs and the Board of Trustees (see sample [Report to Trustees Spring 2004](#)). These reports outline progress of the College of Education and sets goals for the next semester or academic year.

Element 2: Unit Budget

Budget allocations for the College of Education are comparable to those of the other colleges on campus. The University of Findlay is a private institution, therefore not state supported. Although many institutions of higher education across the country have been affected negatively by the current state of the national economy, The University of Findlay has been able to maintain its programs and the budgets for the College of Education. The unit was in fact able to fill two new tenure-track faculty positions for 2004-2005 as well as fill an existing open faculty position. The University's new president (as of 2003) has made reducing high faculty loads a high priority, along with raising the base pay of the lowest 25% of University's employees, including faculty. The Dean of the College of Education has worked with the Vice President of Academic Affairs to distribute a pool of salary money in an effort to raise the base pay of faculty members who have been loyal to the College of Education.

The University of Findlay has committed a total of \$3,396,284 to Information Technology Services (ITS) for technology on campus. This figure includes salaries and operational money (\$2,378,398). A campus initiative to focus on academic technology was funded through a PT3 grant written by Dr. Nathalie Abell, a COE faculty member. This grant

accrued \$1,600,000 over three years, and resulted in the acquisition of the Teaching, Learning, and Technology Center (TLTC). Through the center, any faculty member at the University can find support for technology projects through individual and program partnerships. The center provides faculty opportunities to try new technologies and supports them as they learn how to use new software. TLTC staff also helps faculty learn to use BlackBoard for distance learning courses and on campus courses. Faculty members also have an opportunity to use Tegrity to enhance their online classes.

The College of Education also has an Office of Graduate Outreach and Partnerships, which supports the professional development work of the local school districts by providing graduate credit and CEUs. The University has been generous in allowing a proportion of money generated by this office to return to the College of Education. This extra “workshop” budget has allowed the College to provide additional professional development for its faculty in the form of speakers, consultants and money for travel to conferences. Other activities of the Office of Graduate Outreach and Partnerships include grant activity with the Ohio Teacher Quality Grant, the Entry-Year Principals Program, and the National Board for Professional Teaching Standards program.

Between the regular budget allocations, the PT3 and other grants, and the workshop budget, the College of Education is adequately financed. Glenn Miehl from the Registrar’s Office keeps track of the unit’s budgets in comparison to those of the University.

Element 3: Personnel

At The University of Findlay, workload policies for faculty provided for an average teaching load of 12 undergraduate hours graduate hours. Because most faculty members in the College of Education carry blended loads, load for graduate classes is calculated by multiplying student credit hours by 1.33. Pre-summer and summer teaching does not count in the regular load of a faculty member since faculty contracts are for nine months only. Overload has been a weakness of the unit and the University. In 2003, a five-member compensation committee representing each of the five colleges of the University addressed compensation issues and wrote a compensation plan (see [Faculty Compensation Plan](#)). As a result of this plan, faculty members are now limited in the number of classes they may teach in any given semester. Student teacher supervision and working with graduate students on culminating projects can occasionally put a faculty member on overload, but all faculty members must comply with the University standard. Teaching online classes counts in the regular load of each faculty member: i.e. there is no load difference between teaching an online class and an on-campus class.

All supervisors, whether adjunct or regular faculty, are expected to stay current in their knowledge and understanding of state and national standards. Praxis/Pathwise training is offered to those who have not had it. This training is conducted by a College of Education faculty member, Ben Sapp, and is offered to the local public schools as well as to University personnel. Supervisors also are kept current with program changes and with the College of Education conceptual framework and outcomes. All supervisors are also expected to have recent experience and licensure in the areas in which they are supervising.

The College of Education is privileged to have excellent support personnel who help the programs to run smoothly. There are four administrative assistants, a Director of Field Experiences, a Licensure Officer, a Praxis Officer, a Title II Coordinator (who also helps set up all of the professional development activities of the Office of Graduate Outreach and Partnerships) and four graduate assistants, as well as some undergraduate student workers. The Mazza Museum also has a full-time Education Coordinator and a Deputy Director, who is also a unit faculty member. The College of Education does not employ teaching assistants. All teaching is done by regular full-time faculty or qualified adjunct faculty. One graduate assistant helps run the Egner 5 Technology Lab, which is the equivalent of the Teaching, Learning, and Technology Center (TLTC) for students. The other graduate assistants perform clerical work for individual faculty members and programs. This fine support team enables the unit to function efficiently to meet the needs of faculty and candidates alike.

The unit provides a variety of professional development activities each year. These include outside speakers, consultants, training sessions, and retreats. In 2002-03, the speaker was Joe Clark, the African American principal about whom the Warner Brothers movie *Lean on Me* was based (see <http://www.joeclarkspeaker.com/biography.htm>). In 2003-2004, the College invited speaker was Dr. William Purkey, co-founder of the International Alliance for Invitational Education (see <http://www.invitationaleducation.net/>). In Fall 2004, the College held its first Education Symposium (see [Education Symposium Flyer 2004](#)) with Dr. Stephen White from Center for Performance Assessment (see <http://www.makingstandardswork.com/>) as the keynote speaker. Dal Lawrence, a graduate of Findlay College and former president of the Toledo Teacher's Union, as well as founder of Toledo's nationally-recognized new teacher mentorship program, was also a speaker. Dr. Carmen Geibelhaus from ETS spent two days with faculty training them on how to increase student success with Praxis II tests. The transition of the College of Education to using *College LiveText* for electronic portfolios and to track candidate success has resulted in a number of professional development training sessions. Adjunct faculty and faculty who are housed outside of the College of Education, but who teach education candidates, are always invited to College of Education professional development events. In addition, College of Education meetings and retreats are used as forums for discussion of current professional development topics.

Through the Teaching, Learning, and Technology Center, additional training is available to all university faculty members, including College of Education faculty (see [Academic Technology Goals 2004-5](#)). This training includes how to use BlackBoard to support classes and for online classes, how to use Tegrity to enhance online classes, how to edit video, come on how to utilize digital cameras, and how to use other cutting-edge technologies. There are two kinds of partnerships with the TLTC: individual and program partnerships. Individual partnerships allow faculty members to learn new kinds of technology for particular projects they wish to develop. Through these partnerships, faculty members may acquire cameras and other pieces of technology to use to enhance their teaching. Because the faculty members actually own the technology, it is available to them wherever and whenever they need it for class instruction.

Program partnerships involve larger groups. The College of Education is currently writing a program partnership to acquire laptop or PC notebooks for a pilot group of supervisors, who will be trained to do their field evaluations on computer in *College LiveText*. The TLTC will support the training of these supervisors (see [Academic Technology Services Information Document](#)).

The faculty in the College of Education also may take any course at the University tuition free. They also have access to university sponsored events, services, conferences, guest speakers, performances, and special workshops. Faculty members who work with the entering freshman class seminars participate in academic service learning projects to kickoff the year's activities. All faculty members are encouraged to incorporate academic service learning at The University of Findlay.

Unit Facilities

The University of Findlay provides excellent facilities on campus to support candidates in meeting standards (see [UF Facilities](#)). The College of Education has been assigned 2 rooms in the Egner Fine Arts Building. One, Egner 4, is a distance-learning classroom that was developed through a grant with Ameritech in 1995. Next door to it is Egner 5, which is a technology support lab for candidates. The computers in Egner 5 were upgraded in Summer 2003. Egner 5 also contains a small conference room that currently serves as the NCATE living documents room.

Over the past five years, the University has remodeled almost all of its classrooms to be technology smart. All classrooms have overhead projection systems and desktop computers. Faculty members may also bring their laptops to class for use with the projection system. They also have the option of accessing class materials through BlackBoard or through a CD or keychain storage device. All classrooms also contain VCR/DVD players, whiteboards, and some have Smartboards.

The College of Education faculty members are housed in four areas on campus. The Mazza Museum contains the office suite that is assigned to two faculty/administrators and two faculty members are housed in the TLTC building. The remaining faculty and administrative offices are in two houses at 1110 (see [1110 N. Cory house](#)) and 1114 N. Cory St. (see [1114 N. Cory house](#)) that face the University mall. These houses have been renovated for educational purposes and promote a comfortable and unique atmosphere for candidates, faculty, support staff, and administrators alike.

The entire campus is networked, both with T1 lines and wireless. All faculty members have access to networked printers and copiers. Information Technology Services (ITS) and Academic Technology Services (ATS) provide support for faculty with hardware and software issues.

Unit Resources including Technology

The University of Findlay provides adequate resources to prepare candidates to meet standards in their chosen fields. The development and implementation of the unit's assessment system was supported by college funds. Professional development is supported within the College and through larger external funds provided by the University in the form of faculty development and convocation funds. These two funds are overseen by committees of Faculty Senate. The Convocations Committee has supported all major speakers brought on campus by the College of Education. In addition, the College is privileged to have a small endowment provided by the Hoopman family. This endowment supports extra activities and professional development that might overtax the general College of Education budgets.

The unit has adequate information technology services to support faculty and candidates. Computers are replaced on a three-year cycle. Faculty and staff visit the TLTC to choose new computers every three years. At the TLTC new models of laptops and desktops are on display in both Mac and Windows format. If faculty members have additional computer needs, they are paid for through College of Education budgets. In addition, the College of Education is provided with \$10,000 annually to support technology specific to the needs of the College. This money is used for computer upgrades, to support the Egner 5 lab, and to provide software upgrades. New faculty members who are filling an existing position are expected to use the computer assigned to that position. They then become part of the three-year lease cycle. The University of Findlay also provides labs in both Mac and Windows format. Faculty can schedule time in the labs for their classes and there are open labs for students. There is a University technology fee attached to every student registration. This does not totally cover all technology expenses, so there is a commitment on the part of the administration to make up the gap (see [Information Technology Services Summary](#) and [Academic Technology Services Information](#)).

In 2001, The University of Findlay was named one of the most wired campuses by Yahoo! Internet Life and Peterson's Guide to College. The high levels of technology that are available to faculty, staff, and students at The University of Findlay are due to its aggressive efforts to develop both internal and external funding sources.

Faculty, candidates, and staff have access to sufficient and current library and curricular resources and electronic information. Shafer Library supports both print materials and electronic information systems. The University of Findlay is a member of OhioLink and OPAL (Ohio Private Association of Libraries), which enables students, faculty, and staff to access print materials from member libraries across the state (see [Shafer Library OhioLink](#)). Shafer Library also supports many full-text journals and is beginning to support the full-text books (see [Shafer Library Online](#)). Candidates also have access to the Hancock County Public Library, and some also utilize the library at Bowling Green State University and their local public libraries. The College of Education is allocated library budgets each year to be used exclusively at the discretion of the College of Education faculty. The budgets have decreased, but in proportion with overall decreases for individual programs across the campus as more emphasis was placed on library technology resources (see [Library COE Budgets](#)).

In conclusion, the College of Education at The University of Findlay has an effective governance system to support its preparation of candidates to meet state, institutional, and national standards and to become “reflective practitioners and life-long learners” who have a positive impact on student learning in the P-12 schools. The unit has the authority to design and implement its assessment system and utilizes *College LiveText* to access candidate performance data for the continuous improvement of its professional education programs. The University supports the unit with facilities, technology, faculty, and professional development resources so that it can accomplish the **College of Education Mission:**

The mission of The College of Education is to prepare caring, competent, reflective, and highly qualified professionals through undergraduate and graduate programs that model best practices and lifelong learning. Standards-based programs, reinforced through clinical practice, develop the knowledge, skills and dispositions of successful teachers and reflect a commitment to excellence, scientifically-based research, learner-centered pedagogy, technology integration, innovation, collaboration, outcomes assessment, service learning, and professionalism. The College of Education is committed to continuous improvement through a data-driven, rigorous assessment system so that candidates leaving our programs will be able to synthesize their knowledge, skills, and dispositions to meet standards in innovative ways. The unit’s mission is to encourage candidates to be sensitive and responsive to individual and cultural differences. Thus, they are engaged as change agents in collaboration with their schools and communities and positively impact p-12 student learning.