



# **INSTITUTIONAL REPORT**

## **SPALDING UNIVERSITY**

**Louisville, Ky.**

**October 16-18, 2011**

**Type of Visit:**

Continuing–Initial Programs

Continuing – Advanced Programs

## TABLE OF CONTENTS

Overview and Conceptual Framework.....	1
Standard 1: Candidate Knowledge, Skills, and Professional Dispositions.....	3
Standard 2: Assessment System and Unit Evaluation.....	11
Standard 3: Field Experience and Clinical Practice.....	20
Standard 4: Diversity.....	27
Standard 5: Faculty Qualifications, Performance, and Development.....	32
Standard 6: Unit Governance and Resources.....	37

## OVERVIEW AND CONCEPTUAL FRAMEWORK

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

Spalding University is the oldest Catholic university west of the Alleghenies. It was founded in 1814 and was named after Catherine Spalding, founder of the Sisters of Charity of Nazareth. The name is derived from and honors Sister Catherine Spalding, the founder of the Sisters of Charity of Nazareth, who was responsible for securing from the 1829 meeting of the Legislature of the Commonwealth of Kentucky the charter under which the university originated.

In 1920 Nazareth College opened as the first four-year Catholic college for women in the Commonwealth. Since the establishment of the Louisville campus in 1920, Spalding University has occupied the Tompkins-Buchanan-Rankin House as the core of its campus which now houses the College of Education and its programs. In 1973 the university, which had operated under the 1829 charter as the Nazareth Literacy and Benevolent Institution and was incorporated as an independent urban coeducational institution in the Catholic tradition for students of all faiths. Nazareth College originally located in Bardstown, opened in Louisville in 1920 and was the commonwealth's first four-year college for women.

In 1984, the institution was designated as Spalding University in recognition of the wide range of programs offered. Today Spalding University remains a co-educational, independent institution fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) as a doctoral level institution open to all qualified students regardless of race, religion, color, age, gender, sexual orientation, national origin, or disability. The university boasts its nationally recognized and accredited programs, which are, including undergraduate and graduate programs in nursing, accredited by the National League for Nursing; social work program, accredited by the Council of Social Work Education; doctorate of psychology, by the American Psychological Association; and the College of Education, accredited by the National Council for the Accreditation of Teacher Education. Today, Spalding University holds a position of strength in providing innovative, educational services to the greater Louisville community and beyond.

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

At the heart of university life – past and present – is the mission statement adopted in 1991: Spalding University is a diverse community of learners dedicated to meeting the needs of the times in the tradition of the Sisters of Charity of Nazareth through quality undergraduate and graduate liberal and professional studies, grounded in spiritual values, with emphasis on service and the promotion of peace and justice.

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

The College of Education is one of four (4) academic colleges within the university. Unit governance is constituted in the university's governance document as follows: "The chief academic officer of a college shall be the Dean, who shall supervise all the schools and programs therein" (Policy manual section 1.4.1.2.3.2, subsection 2, "[Responsibilities of Deans](#)"). The responsibility of preparing teachers, principals, and school guidance counselors is a shared responsibility of the university through collaboration across the College of Education and appropriate colleges and schools in the university. The university, however, recognizes the College of Education as the primary unit charged with responsibility for and authority to plan, deliver, and operate all initial and advanced professional education programs. The dean of the college is a member of the Deans' Group at Spalding University which meets weekly for collaborative leadership in advancing the mission and vision of the University.

The dean's office of the College of Education provides executive and managerial support and direction to the instructional and service programs within the unit as well as the student services support program. In essence, the dean's office has three major responsibilities: academic, administrative, and student services. Administrative personnel in the dean's office include: the associate dean, director of initial certification programs, director of the alternative certification program and certification officer, director of field experiences and clinical practice, director of the school guidance counselor program, director of the preparation program, and the director of the leadership education program (which is not a part of the self-study process).

### **4. What are the basic tenets of the conceptual framework and how has the conceptual framework changed since the previous visit? [1-2 paragraphs]**

The unit believes that educators are leaders. To that end, the unit has defined the *Educator as Leader* as a professional who embodies six (6) specific functional dimensions which include: (1) *change agent*; (2) *knowledgeable practitioner*; (3) *consistent advocate*; (4) *continuous assessor*; (5) *technologically astute practitioner*; and (6) *professional acting responsibly*. Expanding on the central idea of leadership, the unit's outcomes represent the proficiencies that all candidates must be able to demonstrate upon completion of their respective preparation programs. These proficiencies are drawn from a professional knowledge base that is aligned with the Kentucky Education Professional standards and the Interstate School Leaders Licensure Consortium Standards for School Leaders (ISLLC-2008) standards.

A metaphor of an interlaced Celtic knot characterizes the set of six dispositions that represent the *Educator as Leader* model. The never ending strands signify the permanence and the continuum of teacher professional dispositions. These dispositions draw from a knowledge base aligned with national, state, and professional standards in support of student learning and development. curriculum contracts as well as in course syllabi identify specific references to the dispositions and appropriate standards articulated in the framework.

### **5. [Exhibit Links](#)**

## STANDARD 1

### CANDIDATE KNOWLEDGE, SKILLS, AND PROFESSIONAL DISPOSITIONS

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

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

The College of Education offers a total of 23 programs and concentrations that prepare candidates at the initial and advanced levels. As an institution located in the Commonwealth of Kentucky, Spalding University is not required to submit its programs for review by the Specialized Professional Associations (SPA). However, the Education Professional Standards Board, a regulating agency of teacher preparation in the State of Kentucky, has approved all programs.

At GATE 2 (“Admission to the Teacher Education”) undergraduate candidates demonstrate basic knowledge of content in reading, written language, and mathematics by passing “Praxis I: Mathematics, Reading, and Writing” prior to admission to the teacher education program (GATE 2), unless they demonstrate competence with an ACT score of 21 or above or a SAT score of 1430 or above. Candidates entering the program as graduate students must achieve an acceptable score on the GRE or Millers Analogy Test. Throughout coursework, candidates must maintain a grade point average of 2.5 in areas of concentration to remain in the undergraduate program and a 3.0 in the master’s of art in teaching (MAT) program.

All teacher education candidates follow degree program guidelines that include clearly defined sets of courses in content specializations. Relevant specialty area professional organizations, Kentucky Education Professional Standards Board, and the institution delineate content-area standards that the College of Education uses to develop its program standards. In accordance with . The college assesses Content knowledge of initial teacher education program candidates through their performances on the Praxis specialty area examinations, clinical practice evaluations, candidate portfolios, follow-up studies, and grade point averages. All candidates must pass the Praxis II prior to program completion. Baccalaureate candidates are expected to meet this requirement while completing the professional education courses and MAT candidates must meet this requirement no later than the end of their first semester of enrollment. However, candidates pursuing a specialty in Learning and Behavior Disorders (LBD) in the MAT program are an exception to this.

The unit’s Title II reports reflect pass rates on Praxis II content licensure exams. In many of our programs, program completer numbers are less than 10. Only programs with completer numbers of 10 or greater are reported in the Title II report. Percentages for program completers in the teaching programs are described in our Title II reports. Praxis II trend data at the unit level

indicates pass rates exceed the 80 percent threshold for each year. Some programs have higher pass rates than others. The unit provides all the content knowledge to candidates in the LBD program. Pass rates for LBD candidates range between 96 and [100 percent](#) each year for each year a percentage has been calculated (percentages are calculated when the number of completers is 10 or more). In the content knowledge areas all programs (elementary education, middle grades, LBD, and secondary education) had a pass rate between 82 and 100 percent. With the exception of 2008-2009, content knowledge scores have ranged between 96 and 100 percent. Results of the data analysis point to a need to raise pass rates for elementary education candidates. In addressing this need, the unit has assigned a three credit hours release time to one faculty member who will support candidates who struggle.

Data collected at Level III (clinical practice semester) using the Student Teaching Evaluation Protocols (STEP) process showed that all candidates demonstrated a strong grasp of content knowledge. For example, item 1 of the Student Teacher Observation Instrument on regarding content knowledge for candidate a mean score of 85.7 percent (N=12) for (spring 2009 cohort) had a mean score of 4.0. The teacher candidate's content knowledge is also assessed during the review of the e-Portfolio in EDU 447 *Education Capstone Seminar* (undergraduates) or EDU 547 *Education Capstone Seminar* (graduate). The ePortfolios are reviewed using a rubric. Unit data for spring 2009 indicate a mean score of 2.668 on a 3 point Likert scale.

The unit consistently reviews data from [follow-up surveys](#) of graduates and their employers collected from two sources: (1) a set of surveys administered by the unit and (2) an EPSB-administered survey. Both surveys request candidates to provide the level of their confidence in areas including content knowledge in various forms: by program, by year, and by program structure. Content knowledge items reveal that [82.6](#) percent of program completers for 2006-2007 responded that they were "very well prepared ... to effectively communicate concepts, processes, and knowledge to my students." In the same survey, [65.3](#) percent (N =15) of the 2006-2007 cohort; [58.3](#) percent (N=14) of the 2007-2008 cohort; and [73.3](#) percent (N=11) indicated that they were "very satisfied" in their preparation "to effectively connect content to life experiences of student."

Survey data are aggregated across programs and levels. Program graduates consider themselves competent in their content knowledge including the state and national content standards based on follow-up survey data indicating that the candidates are learning content. The graduates were asked what their estimation was regarding question 1c: "I was prepared to effectively use instructional strategies that are appropriate for content and contribute student learning." 7 out of the 11 ([63 percent](#)) of the 2008-2009 program completers in the traditional programs" and three of four (75 percent) completers in the Alternative Certification Program (AltCert) program indicated that they were "very well prepared." Regarding responses to question 4a, 90 percent of completers in the traditional programs and 75 percent in the AltCert programs indicated that they were "very well prepared." The mean scores were lower for question 5c: "I was prepared to effectively use summative assessment." The survey generated a mean score of 3.43. Of the 49 completers of the traditional BS and MAT program, over the three years, three ([6.1 percent](#)) indicated that they were "poorly prepared" and another three program completers ([23.1 percent](#)) indicated the same.

In a survey administered and aggregated by EPSB of completers in academic year (AY) 2007-2008, [84.62](#) percent indicated "satisfaction in understanding the core concepts and skills related to the student teacher's or intern's certified content area or areas ([question 21](#))." The other 15.38

percent placed the satisfaction at “good.” No one selected the other two options of “fair” and “poor.” Their rating yielded a mean score of 3.85. Survey data are aggregated across programs and levels. Graduates in the program consider themselves competent in their content knowledge; including the state and national content standards based on follow-up surveys data also indicate that the candidates are learning content.

Pedagogical content knowledge and skills for teacher candidates are assessed through tests and activities in methods classes, comprehensive exams, Praxis II pedagogy exams, observation and evaluation of candidates’ work in field sites, and portfolios. In Gate 3, all candidates are expected to have completed their methods courses, and during this period, they have the opportunity to plan and teach under the observation of university and clinical faculty. For those candidates entering the program after the 2009-2010 academic year, the respective Praxis II PLT must be completed. For those candidates who entered the program prior to 2009-2010, passing Praxis II PLT may be deferred until Gate 4. Candidates complete ePortfolios that showcase lesson plans and unit plans; all of which address developmentally appropriate practices. Candidates must secure and maintain samples of P-12 students’ work that documents student learning and the effectiveness of the candidate’s planning and implementation of instruction. E-Portfolios are also compiled with artifacts from the courses candidates have taken and contain examples of evidence relating to pedagogical content knowledge.

During student teaching, pedagogical content knowledge is assessed through the Student Teaching Evaluation Process [STEP]. The cooperating teachers assess candidate(s) placed in his or her classroom using the Cooperating Teacher Evaluation of Student Teacher [Form](#). Cooperating teachers measured candidates’ level of proficiency in the range of 3.63 and 3.82 in evaluations completed in the fall of 2007, spring 2008, fall 2008 and fall 2009 yielded the data. Candidates are required to demonstrate pedagogical content knowledge through Level II (participation) and Level III (leading) field experiences in their specific area of concentration. Candidates demonstrate proficiency in presenting content to students in challenging, clear, and compelling ways. They also appropriately integrate technology through lessons in the field and lesson evaluations. Subsequently, candidates demonstrate pedagogical knowledge when they successfully complete the Praxis II (PLT) examination, a requirement for student teaching.

The unit considers candidates in advanced programs as successful when they demonstrate proficiency in pedagogical content knowledge and demonstrate proficiency of these skills: design, conduct, analysis and interpretation of research, and application of research to practice. Additionally candidates must exhibit in their own practice the concepts essential to the content areas and central concept to of their discipline in ways that support all learners. The unit no longer offers the MAED program. In any case, considering the small number of candidates who completed the MAED programs, the return rate of a follow-up survey has been too low to yield meaningful data. However, for candidates in endorsement programs, professional and pedagogical knowledge and skills are assessed through assignments related to the Kentucky Teacher Standards 1 (demonstrates applied content knowledge), 7 (reflects and evaluates teaching and learning), 8 (collaborates with colleagues, parents, and others), and 9 (Engages in Professional Development). Advanced candidates complete course-embedded assignments, such as professional development plans, e-Portfolios, and reflective narratives focused on teaching and learning. These assignments document their proficiency in these areas. Currently, we do not have program completers from our newly redesigned Teacher Leader M.Ed.

The unit consistently collects data related to *professional and pedagogical knowledge and skills* for Teacher Candidates. Candidates acquire these skills while completing their methods courses and are assessed at GATE 3 in their preparation program. Using the STEP process, program faculty rate candidate proficiency on the Kentucky Teacher Standards 8 (collaborates with colleagues, parents, and others). For this standard, our teacher candidates are expected to collaborate with colleagues, parents, and other agencies to design, implement, and support learning programs that develop students' abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. The four areas assess the ability of the teacher candidate to (1) identify one or more students whose learning could be enhanced by collaboration; (2) design a plan to enhance student learning that includes all parties in the collaborative effort; (3) implement planned activities that enhance student learning and engage all parties; and (4) analyze student learning data to evaluate the outcomes of collaboration and identify next steps. Aggregated STEP process data collected indicates that the four primary areas yielded a mean score at or above the *competent* level threshold on a four-point-scaled rubric. Other aggregated data from the STEP reviewed on these standards are available.

Unit's [follow-up studies](#) contacted in 2006-2007; 2007-2008 and 2008-2009 on program completers' perceptions of how the teacher preparation program prepared them in professional and pedagogical knowledge and skills. The results range from 3.43 and 3.74 on a four-point-scale instrument. This data combines cohorts for the three years irrespective of program.

While it is more a programmatic evaluation instrument, the unit collects data using a 16-item Cooperating Teacher Program Review and Feedback form from cooperating teachers who currently supervise a candidate. Aggregated data for spring 2009 indicated a mean rating score of 3.5 (N = 22) on a four-point scale for item 7: Collaboration with colleagues, parents, students, and others. Mean scores for the candidates who participated in spring 2008 3.65 and a score of 3.89 for fall of 2007 on the same item. Faculty observed that trend data between 2007 and 2009 tended to move negatively. The two explanations for this are that the assessment data is more calibrated as clinical supervisors gain experience and that the Kentucky Standards (revised February 2008) are more specific and detailed based on the rubric.

The unit has analyzed and reviewed data generated from [follow-up surveys](#) for program completers over a three-year period. The instrument used for the survey requested respondents to rate how the program supported their abilities to help all students learn. While all questionnaire items, in fact, request ratings in various acquired skills in support of student learning, question 2d asked them to respond to the question: "I was prepared to effectively plan instructional strategies and activities that address learning objectives for all students." For question 2d, [100 percent](#) of program completers for each of the three years indicated that the programs either "fairly prepared" or "very well prepared" them to acquire skills to help all students learn. A total of 38 (77.6 percent) of the 49 in the traditional initial programs and eight (61 percent) of the 13 in the AltCert program, indicated that the Spalding University programs helped them to "...effectively plan instructional strategies that addressed learning objectives for all students." The mean score for the question was [3.74](#) on a four-point scale. Data from this instrument are available for review.

Another question in the survey prompting program completers to rate the adequacy of the program to impact their skills and ability to help all students learn is question 6b: "I was prepared to effectively use available technology implement instruction that facilitates student

learning.” The 62 program completers over the three year period (2006-2007 through 2009-2010) has a cumulative mean score of [3.74](#). All respondents, except one program completer from the 2007-2008 cohort of the AltCert program, rated Spalding University’s program at between 3 (“fairly well prepared”) and 4 (“Very well prepared”) them in the use of technology to facilitate student learning.

The unit offers the principal preparation and teacher leader programs. However they are, very small. The unit’s redesigned program is currently in its implementation stages and running concurrently with the outgoing program. Likewise, the school guidance counselor program is also relatively new and does not currently have program completers.’

In the last three years, a total of nine candidates completed the principal preparation program. Content knowledge for educational leadership is measured by the Kentucky Principals Test (KYPT) – GATE 9. The pass rate for [2008-2009](#) was at 100 percent and 90 percent in [2009-2010](#). The unit is in the early stages of collecting, aggregating, and summarizing data on our newly approved school guidance counselor program (SGC). Most recent analyzed GPA data depicts an overall GPA of 3.66 distributed in the following manner. A GPA of [3.68](#) (N = 32) in counselor preparation; GPA of [3.45](#) (N= 24) in school counselor ethics and leadership, GPA of [3.90](#) (N = 10) in social and legal issues of school counselor, GPA of [4.00](#) (N= 24) in research methods/test and measurements; and, GPA of [3.88](#) (N = 9) in technology for school counselors. This GPA reflects a clear indication that candidates pursuing the SGC program have in-depth knowledge of the content of their certification.

All candidates, in initial and advanced programs, are expected to demonstrate professional dispositions specified in the unit’s conceptual framework. All candidates are expected to work with students, families, and communities, and to adhere to the professional code of ethics. Candidates exhibit competence, reflection, concern, and a professional passion for teaching and working with students that is manifested in their advocacy for children and their communities, for knowledge, and for the profession itself. As candidates matriculate through the program, their knowledge, skills, and disposition for the teaching of diverse students as assigned to observe how teachers modify instruction for children with special needs and to identify the services which support the learning of this segment of children (see [EDU 385](#) and [EDU 585 \*Inclusive Classroom\*](#) syllabi). Candidates also interview teachers about classrooms and schools that understand, accept, and encourage cultural diversity. Structured discussion about these experiences enables candidates to begin to develop the professional dispositions to support the learning of all children.

The unit continues to affirm its belief that prospective teachers honor and encourage character traits that foster a positive community for learning; the unit believes this is imperative. The unit’s faculty has developed a disposition instrument administered to assess candidates’ dispositions. The disposition instrument was also designed to be a self-assessment for the candidate to use. The assessment instrument is administered three times while a candidate is in the program: at admissions, during coursework, and during the student teaching semester. Data collected from candidates completing the self-evaluation portion offer candidates an opportunity to become aware of desirable traits (professional conduct) in teachers, and to allow them to evaluate their own needs in this area.

## 2. Please respond to 2a if this is the standard on which the unit is moving to the Target Level

### a. *Standard on which the unit is moving to the Target Level*

Unit is has not selected Standard 1: Candidate Knowledge, Skills & Professional Dispositions as standard to move to the Target Level in this cycle.

### b. *Continuous Improvement*

The 2003 NCATE review made a recommendation of **MET** all expectations for Standard 1: Candidates Knowledge, Skills and Professional Dispositions. The unit has, however, made additional effort in moving toward the target. These efforts have included:

**Refinement of the Data Collection Protocol and Procedures:** Over the last eight years, unit faculty have, in collaboration with our school partners, refined multiple processes currently in use to ensure that candidates collect and analyze data on student learning, reflect on those data, and improve student learning during clinical practice. In the spring of 2009, the unit moved away from bulky three-ring binders to e-Portfolios housed on LiveText.

**Refinement of Teacher Candidate use of Student Data to Impact Learning:** As candidates develop their e-Portfolios, they are expected to document how they assess student learning during their clinical practice semester. In addition, they are expected to articulate why they chose those particular assessments for these students at this time in this context. A significant part of the e-Portfolio is the candidates' reflections and analyses of their efforts to scaffold student learning as well as their reflections upon decisions they made and what possible alternatives were available to them. While there remains a need for additional refinement, teacher candidates' use of data occurs at the classroom level as they gather evidence of improvements in student learning to determine the effects of their action and professional learning on their own students.

**Redesigned Programs:** Since the 2003 visit, the unit has redesigned the principal preparation program (PPP) which had a Master of Arts in Education (MAED - Administration) option. The unit has also completely redesigned all its MAED programs as a part of the state's regulation. The [redesigned PPP program is a Rank I](#) only program leading to both a provisional and standard certification for school leaders. All other programs previously offered under the MAED degree program have been phased-out and replaced with the implementation of a redesigned [Teacher Leader program](#) leading to a M.Ed. degree (advanced level). Both the PPP and the M.Ed. programs have been implemented and they include an enhanced and collaboratively developed field-based component. For the two programs, the unit has an understanding with the partnering school district to identify mentor teachers (for M.Ed.) or principals (for PPP) who model practices that support benchmark expectations for the aspiring teacher or instructional leader candidates.

Candidates in the School Guidance and Counselor (SGC) program address individual needs of students through the practicum experience of SGC 690 and create a positive environment for students. They demonstrate the practice of personal, academic, and career counseling through self-reflection following field-based experiences that may include participation in counseling sessions. Feedback from these sessions is provided by the site supervisor, fellow candidates, and university faculty supervisor. Because of the confidential nature of counseling, notes taken are

destroyed after reviewing; however, candidates are assessed through practicum mid-term and final evaluations. Candidates are also required to implement in practicum theoretical knowledge and skills, small and large group plans, comprehensive school counseling program concepts, and ethical and professional behavior learned in all courses.

In response to the school districts in the unit's service area, especially the Jefferson County Public Schools district, expressed continued need, the unit has added a new school guidance counselor program to its offerings during the 2009-2010 academic year. The program consists of a sequence of courses that provide in-depth orientation to the role and function of P-12 school counselors, the essential services of developmental knowledge and skill required in a culturally diverse environment. The SGC program places specific emphasis on diversity, assessment, literacy education, and the closing of the achievement gap. Below is a description of how these are addressed.

*Diversity:* Candidates in the SGC program must complete SGC 650 (*Counseling Theories and Multicultural Settings*), which covers varied concepts on the application and synthesis of counseling theories and techniques for a culturally responsive program in a diverse school setting. In addition, candidates complete SGC 660 (*Group Counseling and Crisis Intervention*) which gives specific focus to collaboration methods with staff, families, and community organizations to support the mission of the school and advance district, state, and federal initiatives for the student achievement gap. Issues covered in the course address student issues (gangs, bullying, substance abuse, family violence, etc.) for improving student success.

*Assessment.* Candidates in the school guidance counselor program are required in SGC 640 (*Research/Tests and Measurements*) to design student assessments and instructional strategies that address student learning based upon assessment results. Within the course, for example, candidates are required to assess and to evaluate the reading and writing development of one student or a sub-group of students, to conduct a series of assessments with the student or students, and to design an instructional plan. The instructional plan for the student or students must fit within the context of the candidates' classroom curricula.

*Literacy Education.* During the last two decades, a national major concern surrounding the achievement gap is the decline of literacy rates among young adolescents. Spalding University's school guidance counselor program is committed to helping P-12 guidance counselors recognize struggling readers as well as identify strategies that could be used to support these struggling readers regardless of the content area. To that end, SGC 600 (*Counselor Preparation*), which serves as the program's core course, is offered earlier in the program to lay groundwork for the counselor preparation program. In addition to familiarizing candidates with the State of Kentucky Standards for School Guidance Counselors, the course provides a broad coverage the KERA (Kentucky Education Reform Act) initiatives that include the interpretation of the results from an evaluation of reading performance assessments used in the various grade levels. SGC 650 (*Research Methods/Tests and Measurements*) provides coverage psycho-educational tests for analysis that includes the examination of scores on reading.

*Closing the Achievement Gap.* Candidates are required to complete SGC 660 (*Group Counseling and Crisis Intervention*). This course gives specific focus to strategies and best practices in closing the student achievement gap. Issues covered in the course address student issues (gangs, bullying, substance abuse, family violence, etc.) for improving student success. In addition, SGC 690 (*Program Development*) engages candidates in the development of a plan that utilizes data

from the school guidance counselors standpoint to identify barriers to learning and success and to close the achievement gap.

The metaphor of an interlaced Celtic knot characterizes the unit's set of six professional-disposition strands.. The never ending strands represent the permanence and the continuum of teacher professional dispositions drawn from a knowledge base aligned with national, state, and professional standards in support of student learning and development. Unit faculty are currently working to redevelop professional dispositions for all candidates. These are facilitated through the curriculum and policies of each program and are intended to complement the development of appropriate dispositions for teaching.. Unit faculty are refining the current strands to ensure that they are value oriented and are appropriate for specific curricular areas, various grade levels, and school settings. A part of the revision of the strands' descriptors includes a critical review and the development of a remediation process for addressing inappropriate dispositions that unit faculty and its partners identify in teacher education candidates.

### 3. [Exhibit Links](#)

## STANDARD 2

### ASSESSMENT SYSTEM AND UNIT EVALUATION

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

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

The unit maintains an assessment system that provides regular and comprehensive information that is useful to the whole unit. The assessment system was established based on the unit's conceptual framework as well as state and professional standards. The unit fully developed and implemented a comprehensive gated system for candidates in both the initial and advanced levels. This Gated Assessment System consists of 11 transitional points (See [Unit Continuous Assessment System](#)).

Using primarily LiveText, Excel, and SPSS, the office of the associate dean, which coordinates the preparation of summary data reports summarizes and analyzes aggregated and disaggregated in tabular and graphical formats that include summary statistics (i.e., means, standard deviations, percentages, quartiles. etc.), which specify within and between groups performance for analyses by program faculty, the Assessment Committee and other unit committees/individuals. Selected examples of summarized and analyzed data are documented as a part of the exhibits: [Follow-up surveys](#); Student Teaching Observations; [Student Evaluation of Cooperating Teachers](#); [Student Evaluation of University Supervisors](#); College of Education Enrollment Data; [Exit Surveys](#) among others.

Assessment data is shared with candidates individually as faculty meet with them to provide feedback on their performance and progress through the program. Rubrics and other assessment forms provide both immediate and written feedback to candidates during course activities and field-based practice. Faculty assessment data are used regularly to improve faculty practice through the analysis of assessment data and the regular course evaluation and faculty evaluation process.

Candidates receive feedback concerning assessment of performance mainly through graded course assignments. Depending on the assessment, if a satisfactory performance is not demonstrated, candidates may have the opportunity to repeat the performance. Data from the candidates' field experiences and clinical practice performances are shared several times throughout the student teaching semester through three-way conferences among the candidate, the university supervisor, and the mentor teacher. This data is used to guide the candidates in development of the skills and dispositions expected of teacher candidates. Where candidates' weaknesses are identified, the evaluator makes a recommendation and encourages the candidates to include the area in their Professional Growth Plan (PGP). This information allows us to not only document the quality of our programs, but it also allows us to consider program changes and use data to inform our curricular decisions.

In addition to student-level data, the unit collects data about faculty qualifications, academic advising, and surveys from program completers. This information is summarized and analyzed. When appropriate, summarized data are shared with faculty, staff, students, and our P-12 partners through various committees and advisory councils. Faculty and staff evaluation data are used for merit pay, tenure, and promotion.

## **2. Please respond to 2a if this is the standard on which the unit is moving to the Target Level**

### *2a. Standard on which the unit is moving to the Target Level*

Unit is has not selected Standard 2: Assessment System and Unit Evaluation as standard to move to Target Level in this cycle.

### *2b. Continuous Improvement.*

Since the last NCATE visit in October 2003, the unit has made consistent progress in refining and expanding the various components of the Gated Assessment for candidates. The Gate 1 through Gate 4 forms the assessment benchmarks that candidates in the initial programs must meet. These include, but are not limited to interviews, writing prompts, GPA, Praxis I and II, course embedded assessments, and observations and evaluations made by cooperation teachers, university supervisors, and e-Portfolios. At the advanced level, the unit has designated Gate 5 through Gate 11 as a pathway to matriculate beyond the initial programs. Gates 5 through 9 are for candidates in the teacher leadership program; Gate 5 through Gate 11 are for candidates in the principal preparation program. The unit has now fully implemented all the components of Gate 7 through Gate 11 as these were only recently established during the redesign process of the principal preparation and the Teacher Leader M.Ed. programs.

These transition points have been carefully designed to determine admission to initial programs, entry to and exit from clinical experiences, and program completion. The unit regularly evaluates all candidates, initial and advanced, from application for admission through program completion. There are four gates (transition points), for the initial programs, at which data are collected and decisions are made relative to candidates and the program.

Each GATE has one or more key assessments. Candidates are not able to progress in programs unless they have successfully met assessment standards. Sources of data are multiple, internal and external to the unit, and are collected and are analyzed in a systematic manner. At both the initial and the advanced levels, data are collected at various decision points as teacher candidates' progress through their respective programs. This data is relative to their qualifications for admission to the program as well as their performance during their program and following program completion. The unit uses these key assessments to evaluate candidates' knowledge, skills, and professional behaviors. Data from these assessments are summarized and analyzed by each program area as appropriate. Candidates who are not meeting expectations are generally allowed a second opportunity to complete an assignment or field placement before being removed from programs.

Another significant improvement to the program, since the 2003 visit, is the refinement and implementation of the Gated Transition through the advanced programs. Beginning in 2008, the unit with its school partners collaborative redeveloped Gates 5 through Gate 11 to address the redesign efforts in the School Guidance and Counselor, Instructional Leader (principal preparation), and the Teacher Leader M.Ed., programs and its multiple concentrations/endorsement areas. These redesign efforts resulted in an ongoing examination of how candidates in advanced programs are monitored and assessed. The unit is in the process of completing its first year of data collection in the educational administration program using the new gated assessment system. The unit is closely examining the elements of the newly developed transitional points and faculty are engaged in examining critical pieces of information to inform their instruction and provide ongoing assessment for programmatic review. In all cases, the UCAS is a comprehensive system of monitoring all candidates' progress regardless of redesign efforts.

In the last two years, our faculty engaged in the redesign and development of various programs, and especially those in the advanced level. During the process, our faculty participated in a series of conversations with teachers and administrators (in Jefferson County Public Schools, Bullitt County Public Schools, Shelby County Public Schools, Louisville Archdiocese, and Oldham County Public Schools) who are committed to creating a unique partnership in development, supervision, and assessment of our candidates. Out of those conversations, the unit was able to refine the gated pathway through programs and the various components of the assessment system.

Unit faculty have also worked arduously through the Assessment Committee (a standing committee of the unit) in evaluating unit capacity, effectiveness, and efficacy of assessments instruments that the unit has implemented. On a regular basis, faculty addresses issues of fairness, accuracy, consistency and the avoidance and elimination of bias as an integral component of the development and implementation of a high quality assessment system. The unit ensures that assessments are fair, accurate, consistent, and unbiased through communicating procedures with candidates, as well as through systematic review of content validity, timing and nature of assessments and independent and collaborative assessments of candidate performance. In addition, many of the unit's assessment are accompanying rubrics intended to outline the possible levels of candidate proficiencies. The unit continues to engage in systematic reviews of assessment rubric to ensure that they are optimally calibrated to provide accuracy in performance measures. Further, the use of standardized tests, especially during the admission process, plays an important role in ensuring candidates are assessed in as unbiased a manner as possible. With support from the professional community, the unit refines the assessment system so as to reflect both the conceptual framework and candidate proficiencies outlined in professional and state standards.

Since the 2003 visit, faculty continue in conversations and review of assessment tools to assure fairness in assessment. This ensures that candidates have been exposed to knowledge, skills, and disposition proficiencies that are identified in course syllabi and evaluated in key assessments. Candidates are also apprised of the timing of assessments, instructions for completing assessments, performance expectations on assessments, how assessments are scored, and how they count toward program completion. In addition, all course syllabi in the unit are required to include information for candidates with disabilities to insure fairness in assessments for those with documented disabilities. All candidates, irrespective of program, are provided with

sufficient opportunity to demonstrate knowledge; skills; and dispositions in their clinical practice, practica, and internships; and in e-Portfolio development and presentations. Candidates in both initial and advanced programs are provided feedback through multiple sources. During the student teaching and internships (practica), candidates are observed at least four times per semester. Analysis of field evaluations suggests a consistent pattern of candidate ratings across supervisor and mentor teacher evaluations. Multiple evaluators also assess portfolio presentations and come to consensus on the final portfolio score at both the initial and advanced program levels.

Unit faculty's awareness of the need to insure accuracy in assessment has increased, and they continue to collaborate in assuring that key assessments are of the appropriate type and content.. To insure such accuracy, unit faculty have come to recognize and work collaboratively across programs to see that assessments are aligned with knowledge, skills, and dispositions drawn from the conceptual framework. These competencies are specified in course syllabi.

An on-going engagement among faculty the effort given to insure consistency in assessment by assuring that key assessments produce dependable results that remain constant over repeated trials. Consistency in assessment is assured: (1) as faculty and the Assessment Committee review data longitudinally to insure consistency in scoring; (2) by providing training for new raters of e-Portfolio using scoring rubrics; and (3) by conducting a study of inter-rater reliability of instruments where rubric are used for scoring. To ensure reliability and validity of assessment instruments, faculty design assessment instruments and rubrics and score rubrics collaboratively. Adjunct faculty are oriented to and trained to use all gate and program assessments. Additionally, cooperating teachers have been oriented to student teaching assessments and trained to assess candidate content knowledge, pedagogical knowledge and skills, and assessment knowledge and skills.

The unit insures that assessments are free of bias by addressing contextual distractions and problems with key assessment instruments that introduce sources of bias that can adversely influence candidate performance. All University classrooms are well maintained to insure adequate lighting, a quiet learning and assessment environment, comfortable seating, temperature-controlled classrooms, and functional technologies used for assessment purposes. Assessment instruments, including critical tasks and scoring rubrics in LiveText, are carefully designed, worded, monitored, and reproduced to insure clarity of instructions for completing assessments and ease of reading assessment questions and items.

The evaluation process of the assessment system continues to be faculty driven with formal evaluation being a constant agenda in the faculty annual retreats. Where changes are mandated by regulating agencies including EPSB with regard to Praxis codes and scores, reviews, and refinement of the assessment system is evaluated and refined is warranted. Other aspects of the program that might warrant reviews and evaluation may be triggered by the assessment process itself based on data. For example, following an analysis of data collected by cooperating teachers using the Student Teacher Observation form, which was previously designed with a three-point scale, unit faculty determined that a four-point scale would calibrate the scale better. Revisions were made to develop and implement a four-point scale. The office of the associate dean serves as a clearinghouse for collecting, organizing, aggregating, and disaggregating assessment data for the Assessment Committee and unit faculty review.

The use of multiple assessments has supported the unit in documenting candidate level of proficiency to demonstrate knowledge, skills, and professional dispositions for helping all students learn. Each of our programs, initial and advanced, emphasize the importance of multiple measures of assessment and using that to inform instructional decisions focused on differentiated instruction to assure that all teacher candidates leave Spalding University well prepared to use these strategies to positively impact student achievement. In supporting our teacher candidates in improving their teaching skills and become reflective practitioners, they are required to maintain a daily journal, particularly during student teaching and internships, where they would reflect on their teaching, insights, feelings, perceptions, and impressions of their teaching delivery and lesson content.

A review of the Student Teacher Observation Instrument data completed by university supervisors during clinical practice site visits include the following selected anecdotal data with includes the following:

The students respond so positively to Mrs.\_\_\_\_\_. They participate...by asking questions and making comments on the topic... she gets students back on track! They listen intently to her and want to do well!

Another comment from the collected data stated, Becky collaborated with her social studies teacher to develop the lesson.” An excerpt from another university supervisor affirmed: “Guides students to the correct answer to help them understand what they are doing.” Another supervisor stated:

...appropriate instructional strategies used. Provides opportunities for students to understand lesson content from different perspectives. Redirected students a few times to address misconceptions/clarified directions. ...Variety of formative and summative assessments have been used to determine students’ progress and measure students’ achievement.

Additional comments such as these are available as Exhibits.

### **Unit Use of Technologies**

During the 2003 visit, the BOE team noted an area of improvement in the “use appropriate information technologies to maintain its assessment system” (BOE Report, 2003, p. 44). The unit has adopted and fully implemented various information technologies. These include LiveText, DataTel, SPSS, and the use of a secure network drive.

- a. **LiveText:** Spalding University’s current use of LiveText emphasizes candidates’ field experiences and ePortfolios. In its use of LiveText system, the unit has the utility and flexibility in the assessment of initial and advanced candidate performance and unit operations through the use of contemporary information technologies. The system accommodates change and revision, programmatically and systemically, based upon planned and purposeful feedback from multiple constituents.

The unit’s plan is to increase the use of LiveText in the next two semesters to include the collection of data in follow-up studies. The LiveText coordinator, the director of field experiences and clinical practice, and the university’s office of institutional effectiveness have been instrumental in obtaining candidate data for LiveText and other data analysis

procedures since the last visit. In the spring 2009 semester, the unit migrated from the use of “flat” portfolios (three ring-binder portfolios) and introduced e-Portfolios, the culminating project for the initial and the teacher leader programs. Required entries vary according to the class, and may include artifacts such as reflection, personal educational aims and goals, summaries and critiques of resources and activities, lesson plans, classroom management plans, and course examinations that address pedagogical content knowledge. In implementing LiveText, the Unit has budgeted to provide free subscription of LiveText accounts to all candidates in all programs. The unit is steadily implementing the use of online collection of data. The use of online collection and assessment instruments allows the unit to ensure the accuracy of data eliminating the possibilities of scanning and repairing errors. Beginning in the spring 2009, trial online submission of other assessment instrument data began.

- b. DataTel:** This is an integrated student management system and is one of the two independent data management systems that the unit utilizes. Access to the administrative database is available to program administrators, all faculty, and staff within and outside the unit (those outside the unit input data in the offices of admissions and registration). In addition, candidates have some limited access to the system and may use it for course registration and viewing academic records, including course grades and GPA, as well as their business records). Each of the user entities has varying levels of access and usage. In fall 2010, the unit upgraded the SPSS software from version 17 to [version 19](#).
- c. SPSS:** The unit utilizes the Statistical Package for Social Sciences (SPSS) software extensively in aggregating and analyzing candidate and unit data. The University has made available SPSS software licenses to all faculty. The software is available on several faculty desktops including a dedicated workstation used by Graduate Assistants.
- d. Unit-wide Secure Network Drive:** Each member of the unit’s faculty have access to a unit wide secure network portal (referred to as the vault). Faculty share a folder from their individual computers on campus where they can connect to the folder in the “vault” over the network. Each unit faculty has access to the College of Education’s folder on the vault, a network drive established for the unit where information, documents, and other collaborative projects are shared and saved. All faculty members in the unit have access to aggregated and disaggregated data stored in the network drive (vault). This data is [meaningfully organized](#) for ease in storage and retrieval. As a part of the implementation of the shared drive, its use has encouraged both transparency, timely sharing of aggregated and disaggregated data, and collegiality among unit faculty.

### 3. [Exhibit Links](#)

## STANDARD 3

### FIELD EXPERIENCES AND CLINICAL PRACTICE

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

**1. How does the unit work with the school partners to deliver field experiences and clinical practice to enable candidates to develop the knowledge, skills, and professional dispositions to help all students learn?**

The unit has long-standing partnerships and relationships within our service area. These partnerships form a collaborative relationship between the university and school districts. With these relationships in place, the unit and our partners have developed components of the preparation programs that anchor field based activities in real-world settings where our candidates get first hand experiences of problems that classroom teachers, school guidance counselors, and principals face. This collaboration has emerged out of formal partnership relationships supported by Memoranda of Agreements (MOAs) [[examples of MOA are included as exhibits](#)] and provide each of our programs appropriate structure and support of learning experiences, and ensure quality guidance, supervision, and assessment. Our partners include school districts representing urban, rural, and urban/suburban settings, and the Archdiocese of Louisville Schools. The Unit collaborates with school partners, especially in the service area, in a variety of ways: 1) planning and implementing field experiences and clinical practice for candidates seeking initial certification and additional and advanced certification; 2) supervising practica and internships for advanced program candidates in educational leadership, special education, counseling, and educational technology; 3) providing professional development in partner schools in the districts of the service area; assisting districts in staffing; and 4) designing learning experiences for students in P-12 schools that positively impact achievement.

Unit and school-based faculty have a long history of working as partners in the design, delivery, and evaluation of field experiences and clinical practice. One example of collaboration is evident in the recent redesign efforts of principal preparation (2008 through 2010), and the [teacher leader](#) programs (2007 through 2010), and the school guidance counselor program (2008-2009). University faculty (including [colleagues in the arts and sciences](#)), principals, teachers, school district administrators collaboratively designed programs that placed emphasis on school-based experiences that include the participation of P-12 faculty and retired practitioners, with contemporary experience, in delivery, supervision, and evaluation.

The placement of candidates in field experiences and clinical settings remains a collaborative effort between the unit and school partners and placement sites through a process that ensures diversity of experiences. Through its collaborative relationship with the director of field experiences and clinical practices, candidates are placed with exemplary school leaders. According to state regulations, only "[Rank II](#)" (i.e. tenured faculty or those with the permanent or professional certification in the appropriate area) can serve as cooperating teachers. Other criteria that may vary from program to program include: being an experienced teacher, holding a

Kentucky teaching certificate, being active within the professional community, serving as a mentor, and having the principal's recommendation. Supervising faculty criteria includes: familiarity with Kentucky teachers' certificate regulations, previous mentoring or supervisory experiences, and contemporary experience in school settings at the level they are going to supervise. The Unit continues to provide cooperating teachers and supervisors orientation sessions on a regular basis prior to the start of the field experience. Placements with cooperating teachers are made first through a negotiation with individual teachers and partners in P-12 schools and includes the [formal process with the central office](#). Descriptive information about student teachers is sent to cooperating teachers who have expressed a willingness to accept a student teacher. These cooperating teachers are selected through collegial relationships with program faculty or on recommendation of other cooperating teachers and their principals.

Field experiences designed for candidates at Spalding University prioritize opportunities to candidates to interface with P-12 students of differing abilities, race, and cultural backgrounds. The unit's field and clinical experiences are designed to develop candidates' ability to sharpen their emerging professional knowledge within the context of various partnering school sites. All schools that the unit uses for field experiences and clinical practice have diverse student populations. Both the unit and unit's school partners considered clinical practice as a critical opportunity for candidates to demonstrate their competence, ethical dispositions, reflective practice, and commitment to diversity and technology for a lengthy period of time. During the 14-week period (EPSB requires 12 weeks - [16 KAR 5:040](#).), candidates reflect on their own teaching and what areas they need to improve on in future lessons to ensure that learning occurs for all students. The unit ensures that, during clinical and field experiences, candidate learning is integrated into school programs and teaching practice. Candidates observe and are observed by clinical supervisors and mentors. They interact with peers, educators, families of students, and other stakeholders, and learn about their practices on a regular and continual basis. Candidates interact with classroom teachers and the University faculty members to gain a greater understanding of Kentucky's Academic Expectations and [Program of Studies](#) and are provided numerous opportunities to reflect upon the candidates' observations. As they develop this habit, they reflect on and can justify their own practice. They are actively involved in school activities geared towards teaching and learning. Continuously through the field experiences and clinical practice assignments, candidates are assessed on their attainment of the knowledge, skills, and dispositions reflected in the professional and state standards for practice. Assessments are both formative and summative and are shared with the candidates. Assessments include a review of candidates' reflective practices as measures of the candidate's ability to affect student learning.

Candidates are continuously supported in their clinical practice (student teaching and internships in the initial programs) by a team consisting of the cooperating teacher, a university supervisor, and the field experiences director. Descriptions of the roles and responsibilities of candidates, cooperating teachers, and university supervisors are described in the [Student Teaching Handbook](#).

School-based faculty are routinely evaluated by both the candidate and the university supervisor. Unit data generated from these evaluations indicate that both candidates and unit supervisors report that school based clinical faculty are well qualified for this role. For example, data collected from university supervisors in [2009-2010](#) indicate that our cooperating teachers are highly experienced and meet expectations "at the highest degree" in all 15 dimensions evaluated with a mean equal or greater than  $M = 3.78$  on a five-point Likert scale. Candidates' ratings of

cooperating teachers on the same items ranged from a mean of 3.98 to 4.84 in each of the 15 dimensions (except item #13: Collaboration). Our University supervisors, on the other hand, are either retired administrators, retired teachers or mid-career teachers who have taken a break from full-time teaching for a personal reasons.

The university supervisor through assessment practices of the unit determines whether additional assistance is needed and seeks out that assistance. The principle responsibility of the university supervisor is to assist the student teacher in developing teaching competencies. Expanded description of roles and responsibilities of the university supervisors are outlined on page 21 in the [Student Teaching Handbook](#).

Each student teacher is observed an appropriate and adequate number of times in order to provide the support and assistance necessary to promote positive growth and preparation for the profession. The cooperating teacher is a regularly employed teacher in a cooperating school faculty who has full responsibility for a group of learners and to whom a student teacher is assigned. Our cooperating teachers are individuals who have agreed to open their classroom to student teachers for the purpose of clinical practice. It is the expectation of the unit that student teachers and cooperating teachers work together to provide learning experiences for their students. The main role of the cooperating teacher is to share knowledge and expertise regarding instructional methodologies and classroom management, as well as the day-to-day running of a classroom. Also, the cooperating teacher is to give the student teacher the opportunity to put theory into practice. Expanded descriptions of roles and responsibilities of the cooperating teachers are outlined on page 18 in the [Student Teaching Handbook](#).

The cooperating teacher evaluates the teacher candidate's progress at various intervals during the semester using evaluation protocols that are a part of the STEP process and include the Mid-Semester Student Teaching Evaluation (formative) and the Final Student Teaching Evaluation (summative) forms. These forms are included with the information packet provided to the cooperating teacher at the beginning of the semester. The unit expects cooperating teachers to provide feedback to teacher candidates through regular conferencing following student teaching observations. During these conferences, the cooperating teachers discuss the findings with the teacher candidates and forward the completed assessment forms to the course instructor and Director of Field Experiences and Clinical Practice.

Candidates in the in the Initial Traditional program are currently placed in schools and in school systems in these counties: Hardin, Bullitt, Oldham, Frankfort, Gallatin, Spencer, and Jefferson, as well as West Point Independent. Our partner school districts continually offer support in various ways including the supervision and assessment of candidates. Our field experiences are organized into three distinct levels: Level I: [Observation](#); Level II: [Participation](#); and Level III: [Leading](#). Each of these levels is associated to specific courses and assignments. Many course assignments require teachers to apply course theory to their daily classroom practice. As candidates progress through the professional coursework sequence, they move from being observers of practice to serving as support to the teacher of record, working with small groups, and then planning and teaching mini lessons to both small and whole groups of students. This progressive involvement design better prepares teacher candidates for their student teaching semester as well as their first years in teaching.

Advanced candidates' placements are typically determined cooperatively with the university supervisor, candidate, and school mentor. Often the placement is in the building or district where

the candidate is employed. Other advanced program placements are decided jointly by the candidate, supervisor, and the program director. In the principal preparation program, the school guidance counseling program and the teacher leader program all courses require candidates to apply content, skills, and professional dispositions to their respective classrooms and school buildings. Course assignments and discussions require that candidates engage in critically examining, comparing, and contrasting the roles of principals, counselors, and teacher leaders in school settings and particularly those that are diverse. The unit faculty work closely with mentors and other school leaders to plan and coordinate clinical experiences and activities for advanced candidates. For teacher preparation programs at the advanced level candidates perform assignments that are of practical use to them as classroom teachers; they, therefore, are indirectly involved in clinical practices. A majority of candidates in advanced programs are practicing professionals, employed full-time by school districts, and therefore are attending as part-time candidates. In order to offer candidates these experiences, partnerships and collaboration are very important components. Advanced candidates often complete their practicum in the classrooms where they are teaching. When the practicum site is not diverse, candidates are encouraged to accept placement in other suitable locations which can provide diverse experiences. Non-school sites may carefully be selected based on suitability of experiences they offer as well as the specific area of study for the candidate is studying. The school guidance and counseling program offers its practicum and internships experiences within a variety of settings and grade levels. Partnerships with these districts have been established. School-based supervisors must possess a minimum of a master's degree in school counseling or a related profession and certification as a school guidance counselor with at least two years post certification experiences.

For advanced programs, hands-on experience is the norm since candidates are already practitioners. In the principal preparation program and school guidance program, the emphasis is real world scenarios that include activities such as conducting needs assessments, surveys, and interviews. Many practica occur in the candidates' schools, although some may be in other schools or other sites, such as summer literacy programs as in the case of ESL. Specific activities during the practicum vary according to the program. For advanced candidates, assessment with the six dimensions of the Kentucky Continuum, which closely align with the ISSLC (2008) standards. All are evaluated by the unit faculty and supervisor.

Candidates in field settings are given opportunities to evaluate their cooperating teachers using the Student Teacher Cooperation Teacher Evaluation form. Sample data generated from these evaluations over several semesters these evaluations are available. University supervisors and cooperating teacher also evaluate each other. University supervisors use the university supervisor evaluation of Cooperating Teacher form ([USofCT](#)). Cooperating teacher use the Cooperating Teacher Evaluation of University Supervisor form. Sample data collected over several semesters on the [USofCT](#) is provided and have been analyzed and shared with unit faculty. Data collected from cooperating teachers evaluating university supervisors are widely shared with unit faculty and used in programs refinement. University supervisors meet more frequently with the director and are in constant contact with her by phone or e-mail.

**2. Please respond to 2a if this is the standard on which the unit is moving to the Target Level.**

*2a. Standard on which the unit is moving to the Target Level*

The unit has selected Standard 3 Field Experiences and Clinical Practice for Continuous Improvement.

*2b. Continuous Improvement.*

Since the last NCATE visit, clinical faculty, supervisors, and cooperating teachers continue to actively remain involved in the program and are enthusiastic about the candidates with whom they work. Clinical practice provides candidates with experiences over a range of settings and environments. Spalding's program completers are well-prepared to enter the workforce as professionals. They have completed a series of sequential exposures to the field through initial field placements and later through their clinical experiences.

Collaboration with school districts continues to remain a hallmark for both initial, advanced, and programs for other school personnel. Since the last visit, the unit has continued to strengthen partnership relationships with school districts. These relationships have been elevated to go beyond a partnership in program designs, delivery, and evaluation of candidates to include collaboration in the development of a strong professional development school partnership with the Jefferson County Public Schools district in supporting [Maupin Elementary School](#). The hiring of the current dean in the summer of 2008, who has a wealth of experience and is respected as a public school teacher and school principal, has brought to Spalding far-reaching contributions, including the strengthening of the unit's position in engaging in close collaboration with school districts. Over the last several years, the unit has made significant progress in the following areas:

*Building Strong Collaboration with School Partners:* Unit faculty recognize the importance of collaboration in building an effective program for educating educators as leaders. The unit assures that placements in field experiences and clinical practice offer candidates opportunities in setting with students with exceptionalities and those from diverse ethnic, racial, linguistic, gender, and socioeconomic groups. The design, implementation, and evaluation of field experiences continue to be a collaborative process that utilizes the skills and insights of public school and university faculty. The director of field experiences and clinical practice continuously seeks feedback from school partners regarding candidate performance and needs for modifications in procedures and curriculum.

While the unit has been very successful in involving the P-12 professional community members in implementing and evaluating field and clinical experiences for candidates in the advanced programs, a coherent plan ensuring involvement of P-12 professional community in designing field and clinical experiences for candidates in the initial programs has been a conversation and efforts among unit faculty. Work on the *Clinical Practice Handbook* is ongoing to reflect more actively roles anticipated from the collaborations efforts with school partners.

*Improving Field Experiences for Other School Professionals:* Since the last NCATE visit, the unit has developed structured activities involving the analysis of data, which are required in programs for other school professionals. In the school guidance counselor program, candidates are required to complete a two-tiered practicum where they shadow a school counselor performing counseling activities of diverse settings, implement a system of support services, and responsive services. While enrolled in SGC 640 - *Technology for School Counselors*, candidates utilize technology to collect and monitor student data and learn how to use this data to efficiently plan, organize, communicate, and evaluate comprehensive school counseling programs. In SGC 630 *Research Methods/Tests and Measurements* counselor candidates explore commonly used assessment instruments that address learner aptitude, achievement, interest, intelligence, content areas, and traits like self-esteem, values, and modalities to help in the decision making process. Candidates analyze, synthesize, aggregate and disaggregation of typical school data and use results examine student outcomes in order to identify, intervene, and plan for student success and to reduce student achievement gaps. While completing the practicum, candidates collect, analyze data and interpret data based on current research as they complete SGC 690 *Program Development*. In SGC 690, candidates complete projects that require them to plan, implement, and evaluate a developmental guidance curriculum that utilizes technology, celebrates diversity, and provides intervention strategies for diverse learners. Included in the plan is the utilization of data to monitor and evaluate school counseling program's impact on student achievement, reduction of the achievement gap and identification of barriers to learning/success.

*Improving Field Experiences for Advanced Programs:* While field experiences and clinical practice are associated with the advanced programs, we have not organized them to fit into either identifiable Levels or a developmental sequence to mirror those in the initial programs. However, they are carefully selected, systematically implemented as well as monitored to ensure quality and offer meaningful experiences to candidates. The unit places efforts to ensure that candidates develop proficiencies outlined in the unit's conceptual framework, state standards, and professional standards through field and clinical experiences. In the implementation of both the principal and the school guidance counselor programs (which are redesigned/new to the unit), the unit will engage in experimenting a developmental approach continuum of practice that begins with candidate observing, then participating in, and then leading important school reform work. Through refinement of these internship experiences that go beyond isolated opportunities to participate as team members in the school improvement activities of the school. Candidates' ePortfolios are developed around the Kentucky standards and aligned to the proficiencies outlined in the conceptual framework. Candidates' impact on student learning has significantly been augmented with the unit-wide adaptation of LiveText as a tool used by candidates in both the initial and advanced programs in documentation.

With a vision from the current dean, who has experience as both a teacher and a school principal, unit faculty began discussions during the 2009-2010 academic year which focused around best experiential learning and best practices that on relative to developing and refining the knowledge, skills, and dispositions.

As a part of that conversation, unit faculty voted to adapt a new vision statement for the College of Education. During the May 2010 Annual Faculty and Staff Retreat, unit faculty voted to redefine the unit's vision as reflected in the statement below:

*The College of Education at Spalding University strives to prepare educators as leaders who will take the lead in transforming teaching and learning within diverse setting, their*

*own buildings, the state, the region, and the nation to better serve all students and their families. As a unit, we will be poised to anticipate and respond to changing demographics and societal expectations by regularly reviewing and updating our programs to meet the needs of the time. Through collaborations with area schools, professional and community organizations, we aim to emphasize our shared commitment to the education and well-being of all students. Above all, we endeavor to prepare competent educator leaders who will be known, individually and collectively, by their qualities of leadership and who, in turn, will cultivate similar qualities in those they teach and lead.*

At the very heart of the now adapted vision statement is the idea of repositioning operations to be responsive and meet the needs of the time amidst the ever-changing demographics within our service area. This awareness had stimulated unit faculty to purposefully examine field-based experiences of all candidates from a perspective that encourages candidates' didactic learning that is associated with actual experience in a fieldwork setting where they can observe, develop clinical skills and practice the tasks typically represent *Educators as Leaders*. With the belief that candidates in all programs and in all levels must be offered meaningful and carefully planned field-based experiences supervised by both school-based and college faculty, field experiences that include specific objectives, instructional activities, performance expectations, reflective activities, and ongoing assessment of candidate's growth in the application of knowledge, skills, and dispositions and have a positive impact on student learning.

To meet these expectations, unit faculty reviewed descriptors listed under "Target: in Standard 3: Field Experiences and Clinical Practice in the *Professional Standards for the Accreditation of Teacher Preparation Institutions Handbook* (pp. 29-31). In collaborative discussions, unit faculty placed themselves in four groups of three to four persons to review and support the unit in developing an action plan for continued improvement. These small teams met frequently each month and provided their input and contribution to a monthly all faculty meeting that met on the third week of each month. During the Fall 2010 semester, faculty developed a two-year action plan entitle: The Renaissance Action Plan for Continued Improvement which defined goals and established objectives and activities pegged on a timeline. The key elements of the plan are to enhance the quality of field-based experiences, to improve candidate preparation at all levels, and to foster local school district collaboration and participate in design, implementation, delivery and evaluation. A copy of the [Renaissance Action Plan](#) is included as an exhibit.

The unit has already achieved a number of milestones in the implementation of the Renaissance Action Plan. For example, through the program redesign efforts, the unit has developed and has begun implementing an innovative principal preparation program that will offer rigor and quality. In addition, the redesigned program is responsive to current needs identified by partner school districts through a needs assessment study administered to current sitting principals in surrounding school districts. Unit faculty are confident that the redesigned principal preparation program adequately addresses leadership needs in P-12 schools, especially those that are unique to Spalding's service area.

### 3. [Exhibit Links](#)

## STANDARD 4

### DIVERSITY

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

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

Diversity is at the heart of the university's mission and is expressed in its mission statement:

Spalding University is a diverse community of learners dedicated to the needs of the times in the tradition of the Sisters of Charity of Nazareth through quality undergraduate and graduate liberal and professional studies, grounded in spiritual values, with emphasis on service and the promotion of peace and justice.

When the Day Law of the state was repealed, Spalding was the first university in Louisville to admit black students. As an extension to the university's commitment to diversity and diverse communities, the unit has ensured that diversity is one of three philosophical commitments that the COE has embraced within the conceptual framework. The unit's expectations state, "candidate will develop and demonstrate the knowledge, skills and dispositions to differentiate instruction based on the needs of diverse student populations, as determined by learning styles and exceptionalities; and cultural, ethnic, and linguistic backgrounds" (see [Conceptual Framework](#) p. 12-13). As mainly a commuter institution, efforts to increase the racial and ethnic diversity of the candidates, particularly representatives of non-black historically disenfranchised groups, have continued to be a priority. Spalding University, however, boasts a student body that is diverse economically, ethnically, and chronologically.

The large number of non-white candidates can be traced to Spalding University's origin and historical mission and diversity is explained to be both cultural and racial. The unit has a rich and diverse student population at both the graduate and undergraduate levels. Of the [196](#) candidates and pre-education majors enrolled in graduate programs in spring 2009, 49 self-reported diversity relative to ethnic backgrounds. An additional two international students were enrolled in the college in advanced programs bringing the ethnic-diversity total to 51. In addition, our faculty spends significant time in the P-12 schools where they have important contacts that facilitate recruitment of students to enroll in the university and to retain students from a broad range of diverse groups. Structurally and programmatically, Spalding as an urban campus has consistently provided educational access to both majority and minority students. Candidates preparing for certification have regular opportunities to study, live, and interact with individuals who are different from them.

Opportunities to work with diverse candidates are provided through various community activities in the metro area. Specifically, diversity experiences are systematically gained in the early field experiences as students observe in classrooms in the metro Louisville area, and selected topics within the class work address diversity in content and discussions generated as a part of the course. Field experiences allow candidates to apply and reflect on their content, teaching strategies, and professional dispositions.

Candidates in both initial and advanced programs have numerous opportunities to interact with other candidates, unit faculty, and P-12 students from diverse backgrounds. Consistent to the conceptual framework, candidates are required to develop the knowledge, skills, and dispositions to enable them to teach and interact with diverse student populations and to enable all students to learn.

Through course work and clinical experiences the initial programs are designed to provide a foundation for the candidate's understanding of diversity by having them complete a variety of field experiences. Candidates in initial and advanced programs are provided multiple experiences in P-12 and other community settings throughout the Louisville metropolitan communities to assist them in developing their knowledge, skills and dispositions needed to work in all types of educational settings. Candidate's work in tutoring groups, special needs classes, summer institutes, special seminars and workshops. Candidates are provided with multiple assignments during the semesters in which they complete their methods or practice experiences. Given the diverse demographics of the Louisville Metro, consolidated city and county area, (33 percent African –American, 62.9 percent white, 1.9 percent Hispanic, 1.4 percent Asian, and 0.2 percent Native American and Alaskan Native), opportunities are available for faculty and candidates to attend and participate in activities that include racially, ethnically, and culturally different individuals.

Field experiences are another hallmark of our teacher education programs. Candidates participate in field experiences much earlier and more frequently, therefore, they have much greater exposure to diverse students in P-12 schools. Documents in the [unit's exhibits](#)' site presents demographics of Clinical Sites for Initial and Advanced Programs reflects that the districts in which candidates are placed are racially/ethnically and socioeconomically diverse. At the advanced level, candidates are often employed in the school districts of the Louisville Metro area. This employment in the area inherently provides a diverse professional context for them. At the initial level, all programs require candidates to complete at least 50 percent of all their field experiences in school settings identified as diverse. These placements are systematically coordinated by the director of field experiences and clinical practice and candidates are placed in grade levels appropriate to their program of preparation. Initial program candidates have multiple placements to ensure that they observe and participate with students from diverse racial, ethnic, social, cultural, geographic, linguistic, special needs, and economic backgrounds (more than the average percentage of free and reduced lunch price recipients).

[Documented](#) are examples of schools where candidates are placed and the racial make-up of each school. Almost all school guidance counselor program candidates are placed in urban schools because the program has an urban school focus. The principal preparation program ensure that their candidates have experiences to interact with faculty or mentors from diverse backgrounds. Overall, the unit's faculty are knowledgeable about and sensitive to preparing candidates to work with diverse students, including students with exceptionalities.

Courses and experiences at the advanced level incorporate diversity issues in a variety of ways. For example, diversity issues, including those related to socioeconomic level, religion, culture/ethnicity, and sexual orientation are addressed throughout the course of the program in the school guidance counselor program. In the summer of 2010, Dr. Jacqueline Johnson coordinated her candidates in SGC 650 (*Counseling Theory & Multicultural Settings*) to host an elaborate evening with the theme “celebration of diversity” that sampled diversity in “thought and food.” Candidates in the school guidance counselor program developed poster boards, decorated the Mansion, the classroom building housing COE, with cultural artifacts and collectables from around the world, and many dressed in various cultural attire. In addition, the director of the school guidance counselor program, in collaboration with the director of field experiences and clinical practice, ensures that candidates complete their practicum course SGC 690 *Program Development* at a wide variety of settings. Placement of individual candidates is overseen by a director who considers client diversity, both in the selection of field sites for the program, and in placement of the individual candidate.

In the Teacher Leader M.Ed. program, candidates consider how curriculum, instruction, and assessment must all be informed by a solid understanding of the role of diversity in schooling. In the initial programs, Candidates are required to take courses to develop skills, knowledge and dispositions necessary to work with students in very diverse communities. Core courses required for all initial programs candidates include: [EDU 213](#) / [EDU 513](#) *Foundations of Education*, [EDU 385](#) / [EDU 585](#) *Inclusive Classrooms*; and [EDU 377](#) / [EDU 577](#) *Learning & Development Through the Lifespan*. Syllabi for these courses indicate that the themes of multicultural education, gender issues, social justice, and global perspectives are strongly emphasized.

The reading courses in licensure program includes content related to individual and cultural differences in literacy development. Thus, questions of diversity are threaded throughout the licensure program. In [EDR 430](#) and [EDU 530](#) *Children’s Literature*, candidates are exposed and use culturally diverse books of myths, facts, fiction, and folklore to teach basic reading skills and to gain an appreciation of different cultures in literature. In [EDR 315](#) *Reading Theories and Practices in the Elementary School*, (undergraduate course) a delineated central objective is described as:

demonstration of (candidates’) understanding of the processes that characterize children’s literacy development in linguistically and culturally diverse home and school contexts as they observe, assess, and guide young children’s emergent and early literacy development in field based service learning opportunities.”

A unique strength of the unit is faculty knowledge and experience related to preparing candidates to work with students from diverse groups. Historically, the unit has been proactive in recruiting and retaining a diverse faculty base. The unit faculty base continues to have an increase in full-time faculty who are persons of color due to the hiring of several new faculty members over the past five years. Increased efforts in recruitment have aided in this effort. Our faculty demographic table for 2009-2010 and 2010-2011 depicts that eight (57 percent) of the education faculty at the initial level is white, 6 (43 percent) percent is African American. The proportion of black, non-Hispanic faculty campus-wide is approximately 16 percent, thus it is higher in the COE. The institution employs 66 percent female faculty. Female faculty total for initial and advanced programs is 79 percent. Other strategies that the unit has used to increase candidates’ exposure to and interaction with diverse faculty is through a deliberate hiring adjunct from diverse backgrounds.

The unit faculty presents both a collective and individual knowledge base and varied experiences in issues of diversity. Specific examples can be found within faculty vitae in the exhibit room. Faculty research projects and service in diverse classrooms and programs in the public school systems inform our curriculum and teaching with concrete, reality based examples during instruction. Some of our unit faculty have had numerous experiences in international settings, including research and presentations at international conferences. Most recently, our faculty has traveled to conferences and traveled for self-improvement to international locations including Taiwan, England, Italy, and Canada. One has taught in universities in Kenya. Our faculty weaves such international experiences to into their course curricula information ranging from social issues such as poverty and human rights, global literacies, and ecological issues, among others. Candidates have opportunities to interact with higher education and school-based faculty from diverse groups. While completing course work, candidates receive feedback from course instructors and supervisors during the field experiences and student teaching related to their ability to teach all learners. Overall, the unit actively solicits, values, and promotes participation of candidates from diverse cultures and experiences in classes, field experiences, and clinical practices. The unit expects candidates to reflect on and analyze these experiences in ways that enhance their development and growth.

## **2. Please respond to 2a if this is the standard on which the unit is moving to the Target Level**

### *2a. Standard on which the unit is moving to the Target Level*

Unit is has not selected Standard 4: Diversity as standard to move to Target Level in this cycle.

### *2b. Continuous Improvement*

Since the last visit, the unit has continued to affirm the value of diversity through active recruitment and efforts to retain candidates from diverse groups. The unit supports the university's policy and practice that recruitment of students is also a responsibility of the faculty members. The promotion of diversity is an important endeavor in the overall mission of Spalding. The Institutions [Policy Manual](#) makes clear that:

The University does not discriminate against otherwise qualified individuals on the basis of race, color, national origin, age, disability, religion, sex, pregnancy, sexual orientation, gender identity, marital status, military status, veteran status or other protected status (University Policy [Manual - 2.1.1.2](#) Equal Opportunity Educational Policy).

The unit has increased the use of a variety of publications to advertise for positions, including but not limited to, the [Chronicle of Higher Education](#). A successful model for minority teacher recruitment has been developed in Jefferson County Public Schools, one of our major school partners. As a part of the program, the Minority Teacher Recruitment Project, JCPS has committed a staff position primarily to minority recruitment. In addition, the unit faculty has continuously monitored the calendar of the JCPS Minority Teacher Recruitment project for fairs. Program representatives from the unit attend these fairs.

With the arrival of the current dean in Summer of 2008, the unit has made concerted effort to establish a stronger relationship with the local school districts. These efforts have yielded opportunities to involve the school district in program development, implementation and reviews. For example, during the 2009-2010 the unit, in close collaboration with the school districts, collaborated in the development and implementation of the redesigned principal preparation program (PPP) by solicited a [strong participation of the P-12 personnel](#) to ensure the program offers quality in programming and identification of high quality candidates. Courses are jointly and collaboratively taught by university faculty and local school districts personnel. Coursework is interwoven with corresponding anchored laboratories which provide hands-on and place-based learning. Field-based experiences offer opportunities for the candidate to a) observe school and district leaders, b) participate in school and district leadership activities, and c) have access to aggregated school and district information and data.

In implementing the PPP, the unit jointly and collaboratively engages the school districts in recruitment efforts, screening, and the selection of students. Prospective candidates are recruited and accepted into the program based on selection criteria established collaboratively between the College of Education faculty and local school districts. Various structures in the recruitment efforts have already been implemented and in place. For example, throughout the fall 2009 and spring semesters 2010, unit faculty including the dean, associate dean, director of the principal preparation program, and the director of the school guidance counselor program participated in the monthly “[Aspiring Leaders recruitment fairs](#)” at Newburg Middle School and organized by JCPS. The unit has been successful in attracting candidates from diverse groups into the various programs. Acceptance consideration is contingent on district nomination and specific admission requirements. Participants are fully integrated into a program that is designed to provide school leadership experiences only available in a school context.

### **[3. Exhibit Links](#)**

## STANDARD 5

### FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT

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

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

While it has always been the goal of the unit to employ faculty who hold terminal degrees in their assigned areas of teaching, there are several exceptions where the unit employs faculty who do not meet this criteria and who were hired based on exceptional expertise and other qualifications. All resident unit faculty, including tenured and non-tenure-track faculty, are reviewed annually to ensure faculty are qualified (meaning they hold appropriate terminal degree and have relevant work experience). Faculty who teach particular content-related courses such as science methods and counseling typically hold undergraduate or graduate degrees in that subject matter content, or even both. Individuals who are on the faculty in tenure track positions without terminal degrees were, at the time of their hiring, outstanding educators from the public school sector. These individuals, for the most part, have continued their education past the master's degree level with coursework at the doctoral level; however, they also hold a rank of either instructor or assistant with no opportunity to advance unless they complete their terminal degrees.

Part-time and adjunct faculty are required to have the appropriate degrees in the academic they teach. Employment of P-12 school teachers strengthens collaboration between the unit and our school partners provides an impetus for program development and improvement, and enriches the programs with pedagogy tied to the real world.

Spalding University adheres to regulations set by the Kentucky Education Professional Standards Board ([EPSB](#)). These regulations are related to the qualifications of cooperating teachers, and described in the College of Education [Operations Guide](#). Unit data collected in [2009-2010](#) indicates that our cooperating teachers are highly experienced. In addition, our university supervisors are either retired administrators/teachers or mid-career teachers who have taken a break from full-time teaching for a variety of reasons. Similar to requirements for the cooperating teachers, university supervisors have a minimum of three years of teaching experience and have or have had relevant teaching licenses. All university supervisors also hold a master's degree. In addition, the unit has ensured that one hundred percent (100 percent) of the part-time clinical faculty have had recent P-12 experience, and they [hold licenses](#) in their disciplines and appropriate grade levels. Adjunct faculty members receive considerable mentoring and support. The COE hosts an orientation for all part-time faculty each year.

Faculty members model the concepts they expect candidates to use. Just as all candidates' units must reflect the state's curriculum framework, unit faculty are required to include components of the conceptual framework and a description of how course goals and objectives are related to the framework. The conceptual framework and the rubrics that reflect the framework are frequently discussed in various faculty meetings of the unit where faculty members are able to share how they incorporate these standards into their courses. Our faculty have an in-depth understanding of assessment, technology and use of multiple forms of assessment in determining effectiveness of their instruction.

Faculty models best professional practices as evidenced by their use of a variety of assessment methods, including performance assessments that measure candidate knowledge, skills, and dispositions. Assessment strategies employed by full-time and adjunct faculty are also included in each syllabus and have been further described in response to Standards 1 and 2 of this report. In addition, unit faculty are fluent in the use of the internet and identification of internet resources and technologies to help candidates find, evaluate, and process information; solve problems; communicate ideas; work collaboratively; and learn how to learn. The use of information and communications technologies are enabling unit faculty to rethink and re-adjust the nature of their teaching and learning practices. Faculty utilizes LiveText which has become a unit's required technology tool incorporated into professional education courses since spring 2009 when the unit, with funding from the University, fully adapted the technology.

Faculty encourage the development of reflection, critical thinking, problem solving, and professional dispositions and draws from their own practice as [faculty to reflect](#) as required by the University's policy which articulates that:

The annual evaluation process is designed to allow an opportunity for each faculty member to reflect upon his/her accomplishments and areas for future growth and the corresponding impact upon the University. Each full-time and proportionate-time faculty member is required to participate in the faculty evaluation process. (Faculty Handbook and Part-Time Faculty Handbook, [p. 20](#))

Faculty also place this expectation on themselves. Over the last few years, faculty in the college have expanded the notion of reflective inquiry beyond the narrow focus of their research or their teaching. Unit faculty, individually and collectively, have come to learn that they must try to reflect and inquire about the profession and the curriculum as a whole. The unit's score card plays a major part in the evaluation of the dean by the provost. The dean of the college develops the score card and links the identified goals and activities to the overall needs of the unit. In the last three consecutive years, the dean of the college has included identified professional development needs in the annual [ScoreCard](#) process.

Naturally, unit faculty have also come to believe that their candidates should also be engaging in reflective inquiry. To that end, faculty have structured their courses and practica expectations to facilitate a reflective habit from candidates.

Unit faculty members consistently use a variety of teaching techniques blended with multiple forms of assessment that are used in both formative and summative evaluations. Individual course syllabi would show a wide array of instructional strategies engaged in by candidates including poster demonstrations, web searches, real-life scenarios, student panels, simulations, videotaped presentations, and in-service plans. Cooperating teachers, through training, gain

insights on ways to help candidates recognize the implementation of effective teaching strategies through modeling.

All faculty (temporary, regular part-time, probationary, non-tenured, tenured, and applicants for promotion) must be successful in three areas: effective teaching and fulfillment of professional responsibilities, continuing scholarly growth, and service to the university and community. In addition, course evaluations are conducted for each course taught, peer observations are encouraged to assist faculty in reflecting on their own teaching and suggestions are made for improvement as appropriate. Faculty members also engage in self-assessment through written self-evaluations that precede annual evaluations with division heads. These self-evaluations are partially based on feedback from candidates' course evaluations and from student teachers' evaluations of their university supervisors.

The unit supports an understanding of scholarship within [Ernest Boyer's model](#) which embodies the primary work of the professoriate: discovery, integration, application, and teaching. In addition, the unit encourages faculty to conduct research and disseminate findings to a scholarly audience (and) provide leadership to learned societies in education. The unit faculty demonstrates intellectual vitality in their sensitivity to critical issues. Examples of such engagement and achievement include refereed presentations and publications, funded major research, and leadership in major professional associations. The unit believes that the integration of the professorial functions of a faculty member is intended to create synergistic outcomes for our students, P-12 teachers and their students and the body of knowledge in individual faculty disciplines.

To increase efficacy and performance, all unit faculty members are reviewed each year. The cycle for evaluation begins with a faculty member gathering artifacts. These artifacts typically include their own self-evaluation and reflections of teaching, scholarship, and service, student evaluation of teaching, course documents related to curriculum and assessment, and other scholarly products (such as web sites, power point presentations, as well as journal articles and books). In 2009-2010, the university modified the annual faculty evaluation process from a calendar cycle to an academic year. The faculty annual evaluation is a multi-stage process that begins with the faculty engaging in a reflective exercise, completion of the evaluation summary form, development of the professional growth plan, an update of the faculty vita using the university's approved vita format, submission of the documents to the immediate supervisor, conference with the supervisor prior to a review and signature by the dean, and finally a review and signature from by the University Provost. Faculty annual evaluation summary data for the 2007, 2008, and 2009-2010 evaluation cycles for the following three categories: (a) teaching, (b) scholarly activity, and (c) service ranged from "performance meets unit/university expectations" to "performance exceeds academic unit/university expectations." A majority of ratings are at "exceeding" and "exceeds expectations" ranges. It is clear from reviewing these data across a three-year period that faculty members performances across programs are consistently in the highest two categories.

In addition, all courses serviced by the unit continue to receive formal evaluation to provide evidence of teaching performance. The primary goal of the evaluations is to improve teaching, scholarship, and service. After each semester has ended, faculty receives copies of aggregated data of course evaluation and where written comments are given, these are also attached. These evaluations lead to course and program evaluation and revision, and they serve as a key

benchmark in faculty growth and program consistency. In addition, course evaluation data is a required component for each individual faculty members' annual review.

The university is very clear that "Continuing professional development of all teaching faculty at Spalding University is the shared responsibility of the University and the faculty colleague" ([Faculty Handbook](#), p. 23). Unit faculty are keenly aware of the expectations that they continually improve their knowledge and abilities as educators. The NCATE accreditation self-study process has brought additional opportunities for professional development, particularly in the areas of performance assessment and data use for program improvement.

The unit supports professional development activities that engage faculty in dialogue and skill development related to emerging theories and practices. In March 2009, the College of Education sponsored and hosted a major LiveText regional workshop on the use of work samples for assessment and development of rubrics and scoring tools. Spalding faculty, as well as faculty from other in Kentucky attended the workshop.

## **2. Please respond to 2a if this is the standard on which the unit is moving to the Target Level.**

### *a. Standard on which the unit is moving to the Target Level*

Unit has not selected Standard 5: Qualifications, Performance, and Development as standard to move to Target Level in this cycle.

### *b. Continuous Improvement*

Since the previous NCATE visit of 2003, unit faculty continued to provide exemplary service by consulting with teachers and school administrators to determine school needs. Our entire professional education faculty base of 13 is a part of an ongoing dialogue between Spalding University and JCPS in the restructuring of Maupin Elementary School. In 2008-2009 and 2009-2010 each of our faculty members was a part of a [committee at Maupin Elementary School](#). Other examples of service include individual faculty member serving as consultants in schools. Within the unit, within the university, and within the larger education profession, faculty are increasingly involved in collaborative activities with varied constituencies. The effect of this trend has been to expand the scope of expertise represented in our preparation programs, which simultaneously influences the quality and effectiveness of P-12 student learning. This trend also connects individual faculty research and service activities more productively to the world of practice. Our ultimate goal is to enhance educational practice and improve educational systems. To accomplish this, our faculty members consistently collaborate with our students, K-12 professionals and other education stakeholders to investigate important educational issues in an effort to impact student learning.

In many instances these consultations may lead to mentoring in schools, assisting teachers with National Board Certification applications, or providing P-12 staff development activities. One faculty member has extended his research on project-based learning using [hydroplane development](#), testing, and competition to several area schools. In 2009, the 3rd Annual Doug McIntosh Memorial Regatta, an event founded by the faculty member, featured a colorful display and event of racing hydroplanes crafted as part of the project. Our faculty members

collaborate on a regular basis with our colleagues in P-12 setting in program development as well as professional development. An example of program development includes the recently redesigned principal preparation program and the teacher leader master's program with Maupin Elementary School faculty. In both program redesign proposals, our unit faculty worked in close collaboration with P-12 teachers, principals, and central office personnel to develop programs that are responsive to the needs of students and particularly those in urban and diverse settings. In August 2009 and 2010, the unit held combined faculty development programs. In 2009, the day long program held at the Louisville Zoo focused on selectively implementing the concept of multiple intelligences in planning for teaching as a way to support student learning, particularly for professionals in diverse school environments. In August 2010, the focus was on project based learning.

Our unit faculty have embraced the partnership with Maupin Elementary School and have collaborated in direct teaching of P-5 students. As an example, during this reporting cycle, Dr. McGurl<sup>1</sup> actively engaged Maupin students in extended-day activities focused on problem solving. Using puppets, Dr. McGurl engaged Maupin students in discussions and analysis of life-related scenarios. Students are encouraged to search for creative responses to the situations and identify their own possible solutions. In summary, the development of Maupin Elementary School as a professional development school [PDS] has enhanced the responsiveness of the unit to diversity and has increased awareness of the possibilities for future partnerships with other local school districts and schools.

Another area that is reflective of the unit's effort for continued improvement has been in engaging faculty in professional development that offer opportunities in the development and use of assessment instruments. In fall 2009, for example, the Dean encouraged all unit faculty to attend a Stiggins' daylong regional assessment seminar examining formative "assessment for learning" – a concept that deviates from the traditional approach to "assessment of learning." This experience offered faculty an opportunity to gain understanding in the use of multiple forms of assessments to improve practice ([Target Standard 5 Element b](#)). Another example includes continued opportunities during the spring and fall 2009; spring and fall 2010 when various cadre of faculty participated in regional LiveText user group professional development conference to gain an understanding of assessment and technology ([Target: Standard 5 Element b](#))

### 3. [Exhibit Links](#)

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<sup>1</sup> Dr. Mary Kay McGurl is no longer on the faculty.

## 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.**

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

The College of Education is one of four academic colleges within the university. Unit governance is constituted in the university's governance document as follows: "The chief academic officer of a college shall be the Dean, who shall supervise all the schools and programs therein"(Policy Manual -[1.4.1.2.3.2 Subsection 2](#) – Responsibilities of Deans). The responsibility of preparing teachers, principals, and school guidance counselors is a shared responsibility of the university through collaboration across the College of Education and appropriate colleges and schools in the university. The university, however, recognizes the College of Education as the primary unit charged with responsibility for and authority to plan, to deliver, and to operate all initial and advanced professional education programs.

The dean's office provides executive and managerial support and direction to the instructional and service programs within the unit as well as the student services support program. In essence, the dean's office has three major responsibilities: academic, administrative, and student services. Administrative personnel in the Dean's Office include: the associate dean, director of initial certification programs, director of the alternative certification program and certification officer, director of field experiences and clinical practice, director of the school guidance counselor program, director of the principal preparation program, and the director of the leadership education program (The doctorate Program is not a part of the self-study process). An organizational chart is documented as an exhibit.

The dean of the college is a member of the Deans' Group at Spalding University. Members of the unit's faculty serve on both major standing committees of the university and ad hoc. Standing and ad hoc committees of the university include: Faculty Senate, Curriculum Committee, Faculty Development Committee, Graduate Committee, Research, Honors Board, Research Ethics, Undergraduate Admissions Committee, University Rank, Tenure and Sabbatical Committee (elected), Campus Health and Wellness, Ad hoc Task Force, and Green Initiative, among others. As university-wide committees, Non-COE members on these committees are also members of units on campus that prepare candidates. In addition, the unit faculty members are highly regarded as valuable members of various activities on campus.

The broader professional community participates in program design, implementation, and evaluation. Members of the community, some of whom include retired teachers who have served as clinical supervisors, are regularly invited to participate in round-table discussions about our programs and performance of our teacher candidates and program completers. Almost all of our

part-time faculty are active members (non-retired) of the professional community and participate in program evaluation and review as program faculty.

*Unit Budget:* At Spalding University, the budget is centrally controlled by the director of finance. The budgeting process consists of annual budget requests which are submitted early each spring. The dean solicits requests and input from program directors prior to compiling a unit wide budget. The completed budget request for the unit is sent to the office of the provost. The provost reviews the completed requests with the dean and the director of finance (formally vice president for finance). Final budget decisions are made at the cabinet level and approved by the Board of Trustees. The College of Education budgets for both the undergraduate and graduate programs have remained stable for the past five years, reflecting the college's desire to maintain a balanced budget and invest in academic and nonacademic areas targeted for enhancement in unit's annual [ScoreCard](#).

The Dean of the College of Education has the *responsibility* and *control* of budgetary allocation and human resources within the unit based on program and unit operation needs. mentioned previously, the budgeting process provides the dean opportunities for identification of financial needs. The dean prioritizes the requests and forwards them to the university provost. She has an opportunity to discuss and review all budget requests and justify the need based on program data. Once budgetary allocations are approved, the Dean of the College of Education has the authority and full control in its management and its prioritization. Refilling faculty vacancies and requesting new faculty lines occurs in the same manner.

The use of part-time faculty continues to be a purposeful resource to the unit in strengthening candidates' opportunities to learn from diverse faculty who have contemporary P-12 school experience. The unit has implement workload policies and practices that not only permit and encourage faculty be engaged in a wide range of professional activities, including teaching, scholarship, and service to the unit and the university, but also to professionally contribute on a community, state, regional, or national basis. Policies governing teaching loads are established by the Board of Trustees. Faculty workload policies are explicated in the university's *Faculty Handbook* as follows:

The Senior Vice President for Academic Affairs determines the workload for full and proportionate-time faculty, in consultation with the relevant dean and chair. Full-time faculty members, who have no administrative release, are normally responsible for 12 semester hours of instruction or its equivalent, as determined by the Senior Vice President for Academic Affairs. A Faculty Work Load Plan will be submitted by each full-time faculty member as a part of the annual evaluation; once approved by the School chair/dean and Senior Vice President for Academic Affairs, any significant change in a faculty member's work plan will require consultation and re-approval by the School chair/dean. Faculty Handbook, p.36)

The official [workload policy](#) for faculty is 12 hours (undergraduate) or adjusted to nine credits (graduate) for each semester or a total of 24 credit hours of teaching or its equivalence if administrative responsibilities are assigned. Full-time faculty who have field supervision responsibilities are given course reductions. Clinical faculty members are included in the unit as valued colleagues in preparing educators and supervise no more than 18 candidates per semester. The unit employs and supervises three support personnel who significantly enhances the effectiveness of faculty in their teaching and service to candidates and other constituencies of the

university. Unit faculty value candidates' learning and are available for individualized instruction and consultation. Faculty are accessible to students beyond regular office hours through special appointments (see posted office hours on office doors of Dr. Karen Dunnagan and Dr. Jacqueline Johnson) and also through e-mail and home telephone numbers. Faculty members are expected to advise students in their choice of academic course work. In doing so, faculty members help students clarify their values and goals, help students understand the nature of higher education, provide accurate information about educational choices, assist students in planning an educational program, and integrate the resources of the University to meet educational needs and aspirations of our students (see the [Faculty Handbook](#), p.13). Final responsibility for planning a course of study rests with each student. However, anyone providing advising services should get to know and develop rapport with the advisee, know and understand both the University policies and the courses/teachers with which the student will come in contact, exercise judgment in guiding and motivating the student, and finally, be available and easy to contact when on campus. Faculty coordinate their advising responsibilities with the university's Academic Advising Center. Faculty and staff members are assigned student advising functions by their immediate supervisors in accordance with current university policy.

Program coherence and coordination between full time and part-time faculty is led by the dean with assistance from program directors. These part-time faculty members meet with program directors to go over the syllabi and ensure they understand the purpose of the course, the specific objectives that need to be covered and appropriate assignments/assessments. These periodic meetings with part-time faculty are conducted to promote program coherence and alignment of course learning outcomes to the unit's conceptual framework.

All teacher preparation programs are centrally coordinated by the director of initial programs. The director corresponds with part-time faculty corresponds over the course of the semester to answer questions. Part-time faculty members are evaluated at the end of each semester and those course evaluations. Each of the advance programs in the unit is coordinated by a program director. These directors serve as point persons in program implementation, development, advisement, and data collection. The director of field experiences and clinical practice is responsible for securing candidate field placements, cultivating and maintaining effective relationships with area school personnel, coordinating student teaching processes, teaching the capstone seminar course and has oversight over the processing of non-AltCert candidate licensure materials to ensure that each Candidate meets all of the state requirements.

The unit also has a director of the alternative certification program who serves as the contact person for the licensure application process for teacher candidates. In this role she coordinates candidate background checks and finger printing. In addition she maintains close contact with school districts and state agencies. The coordination of the unit's data collection and management is the responsibility of the associate dean. On a continuing and systematic manner, all unit data are forwarded to the associate dean's office for aggregation, disaggregation, and analysis, as well as summarizing and redistribution to programs and the unit. The unit has given release time to a faculty member who serves as LiveText coordinator with the primary responsibility of managing the system, supporting faculty, staff, and candidates, and offering periodic workshops and seminars for all constituencies. The registrar's office assists in scheduling of courses and processing transcripts. In addition to the college supports, the university provides candidates with computer support through the information technology department.

Support personnel for the unit consist of three administrative assistants. They provide clerical, office filing duties, scheduling, reception and general office services. For example, support personnel maintain applications, forms and support faculty in ensuring that advising folders are kept up-to-date with document necessary to candidates in meeting degree deadlines and requirements. To assist faculty, clerical staff maintains student files by updating courses completed and praxis test results. They may also be called on to assist in the preparation of workshops, dinners, etc.

Adequate opportunities and support for professional development are available to faculty. Professional development travel support has remained stable at a base budget while complemented with increases through the number of grants and other awards that are also available through the university's office of academic affairs. Over the last two years, the standard base support has risen from \$750.00 per faculty member to \$1,000.00. Professional development activities for faculty continues to be a priority of the unit as indicated in various planning documents including the annual planning [ScoreCard](#).

*Unit Facilities:* The unit has sufficient facilities available to faculty, staff, and candidates in both the initial and advanced program. These facilities are on campus and are of high quality. Except for Mansion West 304 and 307, the College of Education, as all other colleges and schools on campus, does not have solely designated classrooms set aside for just the College of Education. In addition, technology enhanced instructional facilities continue to be a priority for investment within the unit as modeling the use of technology by faculty members is an expectation. Program directors solicit request from faculty and present those request to the registrar one semester in advance for room allocation. Spalding University has numerous technology-enhanced classrooms containing LCD projectors, document cameras, external computer connections, and internet access. The university made significant levels of investment to provide a rich and reliable technological infrastructure on campus. The university has several general use computer laboratories accessible to the candidates and the university's general student population. Collectively, these facilities allow faculty to model the use of technology as well as offer candidates opportunities to practice its use for instructional purposes.

The administrative and faculty offices of the College of Education are located in the Tompkins-Buchanan-Rankin Mansion. The Mansion is located at 851 South Fourth Street. Completely furnished faculty offices are located on both the first floor and garden level floor. Each faculty member is assigned his or her own key-secured office space, furnished with upgraded and modest desks, cabinets, and adequate book shelves sufficient to support faculty research and teaching. Desktop computers for all faculty are upgraded on a rotating basis. Site licenses are also provided for the most frequently used software such as Microsoft Office Suite, Adobe, and SPSS. Faculty also have access to laptops and LCD projectors that they may check out either through the dean's office or the Spalding University Library.

A majority of our faculty equitably share a high speed printer/copier/scanner unit located just outside their offices in the common area. These facilities afford each faculty member not only a high resolution printed outputs but also adequate and comfortable space to engage in preparation for teaching, student advisement, and scholarly productivity.

*Unit Resources including Technology:* The unit allocates resources across programs to ensure candidates meet standards in their field of study. Upon arrival at Spalding University, pre-education students are assigned to an advisor in the university's Academic Advising Center. The

Spalding University Advising Center advisors assist pre-education students in scheduling courses and adjusting to college expectations. Advisors across programs in the College of Education collaborate with those in the University Advising Center to ensure that teacher education candidates receive accurate information about the teacher education program requirements. Upon admission to the teacher education program, each candidate is assigned a professional education advisor who is a full time faculty member in the students program.

*Information Technology Resources:* The unit has adequate and up-to-date technology resources for faculty and candidates. Candidates, faculty, and staff use [WebAdvisor](#) management system for routine operations such as registering for classes, checking grades, advising, and entering grades. Online directories on the web and other resources provide instant access to important unit and university information. Faculty and staff enjoy the redundancy of [Datatel](#) as an integrated university-wide student management software that supports candidates' records, transcript records, advising information, course catalog, and semester offerings for each course. DataTel integrates with other systems on campus (including WebAdvisor and LiveText) giving faculty and staff a complete 360-degree view of candidates' experiences and profiles. The admissions office and the College of Education Web pages provide prospective and current candidates with the most up-to-date information about programs.

The unit has, at its disposition the use of LiveText, a data management system that organizes the unit's data collection process from the classroom level to the unit level. It is complimented by the systematic analysis and reporting system that is extremely useful the unit in rapid data analysis of both initial and advanced data. Spalding University's candidates are required to maintain an electronic portfolio for submission of standards-based assignments and to showcase their work. The unit uses the LiveText portfolio platform to give students maximum access and flexibility in designing the portfolio. LiveText is also used extensively in all field experiences.

## **2. Please respond to 2a if this is the standard on which the unit is moving to the Target Level.**

### *a. Standard on which the unit is moving to the Target Level*

Unit has not selected Standard 6: Unit Resources including Technology as a standard to focus in moving to the Target Level during this cycle.

### *b. Continuous Improvement*

The unit has placed significant effort to remove the AFIs cited in the previous NCATE visit. Spalding University continues to have both a physical and a virtual presence through the library's web site. More than 50 PCs, are available in the library's first floor. Through collaboration agreement with Metro-varsity, Spalding University's students, faculty, and staff have access to the neighboring university's libraries. The University of Louisville has more than two million volumes and approximately 16,000 current journal subscriptions. Kornhauser Health Science Library alone houses 250,000 specialized health related volumes to which Spalding University students have full access. All purchases are made collaboratively with the Library Committee, consisting of faculty members from each program on campus. The library collection at University of Louisville also supports terminal degrees in areas that students at Spalding

University find useful including business, social work, nursing, art, psychology, education, the sciences, and liberal studies.

The university collaborates with other institution in sharing resources. Sharing between libraries is conducted in two ways: 1) interlibrary loan via a daily courier and 2) walk-up privileges. Users at each library may request materials from any of the full or provisional institutions via their local interlibrary loan services. Materials are then transported via the daily courier to the Spalding University Library. Or, if the user chooses, borrowing may be requested in person at any of the full member institutions. Questions raised by candidates or faculty (borrowers) are addressed immediately with a telephone call when directed to Spalding University's home library. There are exceptions to the in-person borrowing at each of the three provisional institutions (the public libraries) because of local funding requirements. Like all borrowers candidates and faculty produce a borrower's card from either Spalding University or another specific public library. Borrowing from the public libraries is still available via interlibrary loan. The Metroversity does provide the ability to search all member catalogs simultaneously. While Metroversity does not provide shared electronic access, bibliographic databases users may use those resources by visiting the library in person. During the 2007-2008, a total of 3,006 transactions (up from 1,267 in 2006-2007) were filled. These transactions were initiated by both faculty and students. These collections and resources are sufficient to support all its educational research, and public service programs.

### 3. [Exhibit Links](#)