

III. Evidence for Meeting Each Standard

Candidate Performance

Standard 1: Candidate Skills, Knowledge, and Dispositions

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

The period of 1997-2001 has been one of change in the School of Education and Allied Professions. Since the last NCATE visit in the fall of 1996, teacher preparation programs have undergone major changes in response to the Ohio Department of Education's movement from certification to licensure programs. We began offering the licensure programs during the 1998-99 academic year and our first undergraduate class will be graduating this year. The licensure programs address Ohio's Performance Based Licensure Standards adopted the fall of 1996 and became effective January 1, 1998 (<http://www.ode.state.oh.us/tp/licensure.html>).

The Performance-Based Licensure (as described in Rule 3301-24-04) has the INTASC Standards as the base but also includes standards developed by Educational Testing Service (ETS) entitled Praxis III™. Praxis III is a teacher performance assessment grounded in 19 essential teaching criteria, a foundation supported by significant research and the consensus of hundreds of professional educators from around the country. It is used to evaluate a beginning (entry year) teacher's performance during the first two years of teaching and designed to make licensure decisions. Beginning in 2003, an entry year teacher (1st-2nd yr.) in Ohio will need to pass Praxis III in order to receive a five-year professional license.

Pathwise is the mentoring companion of Praxis III. It is used in non-licensing situations and is the formative assessment component of Praxis III. Teachers, administrators, and university faculty are trained in the same vocabulary and criteria as Praxis III, but will use the observation system to guide pre-service and first year teachers in their understanding of the nineteen criteria of Praxis III. The purpose of Pathwise is for professional development. Both Praxis III and Pathwise involve a clinical approach of observation. Pre and post conferences are held with the novice teacher as well as a focused observation that is scripted by the Pathwise-trained mentor.

Element One: Content Knowledge for Teacher Candidates

Candidates complete a carefully planned sequence of courses and experiences to develop content knowledge. Admission into Miami University is competitive and selective. 66% of enrolled freshman ranked in the top 20% of their high school class. More than 60% score a 26 or above on the ACT; 1180 or above on the SAT I. This year's admitted pool (2002) is even stronger than last year's, which, measured by standardized test scores, was the strongest since 1990. The average ACT of our admitted student pool to-date is 27.52. Our passing rate of Praxis II for 1999-2000 was 94%. This was the second highest passing rate within the state. Our 2000-2001 passing rate was 92%.

Since 1990, Miami University implemented a new plan for Liberal Education (The Miami Plan for Liberal Education). The plan encompasses four key principles: critical thinking, understanding contexts, engaging other learners, and reflecting and acting. The Plan has two parts: **Foundation** and **Focus**. The **Foundation** requirement is met by taking 36 semester hours of Foundation courses in five specific areas. The **Focus** requirement is met by a minimum of nine hours in a Thematic Sequence outside one's department of major and a minimum of three hours in a Senior Capstone Experience taken in an undergraduate's final year of study. The Field includes courses required by the major and division and also includes electives. Thus, liberal education courses comprise over one-third of the curriculum (48 of the minimum 128 semester hours).

The professional education faculty and departments have participated enthusiastically in the development and implementation of the Miami Plan. We offer a wide variety of foundational courses (e.g. ART 187 History of Western Art; EDL 204 Socio-cultural Studies in Education; and PHS 276 The Meaning of Leisure); thematic courses (e.g. EDP 1 Developmental, Social, and Educational Patterns in Individuals with Exceptionalities, and MUS 2 Music Composition), and capstones (e.g. EDT 422 Studies in Educational Issues and EDT/EDL 499C Comparing Selected US and European Schools).

In addition to The Miami Plan courses, our students take a variety of content knowledge courses depending upon their chosen program of study. For example, our early childhood candidates take EDT 362 The American Political & Economic Experience for Teachers; FSW 261 Diverse Families Across the Life Cycle; FSW 381 Perspectives in Parenting/Building Partnerships with Families; MTH 116 Mathematics for Early Childhood Teachers and PHS/NSG 232 Health Issues of Children and Youth.

In addition to the work being done within our teacher preparation programs to ensure candidates' mastery of content, we work closely with our colleagues in the College of Arts and Science to address the national subject-area professional organizations.

For example, our Math Education faculty have scheduled monthly meetings where they meet with the CAS (College of Arts and Science) mathematics faculty to plan curriculum and collaborate on projects such as grants, faculty searches, and address NCTM issues.

Element Two: Content Knowledge for Other Professional School Personnel

Graduate study at Miami University is known for its rigor and high standards. Admission is competitive and retention is excellent. For admission to the Graduate School, one must have earned a grade point average of at least 2.75 (4.0 scale) at the institution awarding the bachelor's degree or a 3.0 g.p.a. for the last four semesters of study for one's bachelor's degree. A 3.0 must also be achieved for all graduate work attempted. Besides acceptance by the Graduate School, departmental requirements must also be met for acceptance and retention within our professional school personnel programs.

The School Leadership Program in EDL recognizes that the content of educational administration programs must change to reflect the more participatory, collaborative organizational structure of schools. In the participatory structure, problems are solved in teams with people talking with other another, collaborating, sharing experience and specialized knowledge. Successful teamwork demands skills such as cooperation, consensus building, collaboration, and conflict management, which need to be learned and practiced because they are not inherently part of traditional organizational structures. The program recognizes the clinical dimension of professional practice so this is made meaningful through examining theory as it occurs in administrative practice.

The School Leadership Program uses a cohort format for candidate retention. Each instructor in the program tracks the progress of all members of the group. Any student who experiences difficulty is counseled and provided individual assistance as needed. Fellow members of the cohort also work to maintain all members of the community and the group provides support to one another. The cohort process has proven to be effective in that the completion rate in this program approaches 100%. The Curriculum Teacher Leadership Program's coordinator works with program faculty to track individual student's progress. When a candidate is found to not be attending, the coordinator or advisor contacts the student to offer intervention/assistance as needed.

Element Three: Pedagogical Content Knowledge for Teacher Candidates

Pedagogical content knowledge is defined as the interaction of subject matter and effective teaching strategies to help students learn the subject matter. It requires a thorough understanding of content to teach it in multiple ways, drawing on cultural backgrounds and prior knowledge. The key to transforming a knower into a teacher is the turn from content knowledge to pedagogical content knowledge. In teacher education this is the curriculum and instruction. It differs from content knowledge by subject matter; it differs by the developmental levels of the learners; and it differs by the practitioner's understanding of the diverse cultures of the learners and their modes of learning.

To maximize this domain, the programs within the unit require sequences of courses that vary depending upon the subject matter and grade levels. In our department of teacher education we have two separate programs that address elementary education – Early Childhood (Preschool – Third Grade) and Middle Childhood (Fourth – Ninth Grades). They have an extensive sequence that introduces the pedagogical content knowledge essential to the subject matter of elementary school classrooms, along with the other courses that modify and integrate that knowledge. We even have specific course sections to address the unique ages and developmental differences of these groups in Teacher Education (EDT 442/542E is Phonics and Reading Improvement for Early Childhood and EDT 442/542 M is Phonics and Reading Improvement for Middle Childhood); Educational Psychology (EDP 201 – Human Development and Learning in Social and Educational Contexts); and Educational Leadership (EDL 318 – Leadership in Education). In our Multi-age licensure programs such as Music and Art Education or Physical Education, subject matter is built upon with course sequencing that moves candidates from content knowledge to pedagogical content knowledge and also introduce professional pedagogical skills and knowledge.

Mastery of coursework in these various programs is insufficient without the opportunity for application. Knowledge needs to be applied and often modified to meet the needs of the learners. Therefore, supervised practice is provided. All teacher preparation programs in the unit provide multiple opportunities through peer teaching, tutoring, small and whole group experiences, while being supervised by mentors/cooperating teachers and university faculty.

Additionally, our candidates practice their pedagogical content knowledge with diverse learners – urban, rural and suburban; poor and prosperous; minority and majority; and exceptional learners – mildly to intensively able learners, including the gifted. This is accomplished with both site experiences and within our teacher preparation courses such as in methods where intervention specialist majors are collaborating with “regular” education majors.

Reflection is an integral part of our preparation programs for teachers and other school personnel. Candidates observe university and school faculty actively reflecting ideas and teaching and are guided in a variety of ways to reflect upon their own knowledge and practice. One way this is demonstrated is during focused observations of peers, cooperating teachers, and self-taught lessons, which are video or audio taped. Reflection is also becoming an important element of our candidates' portfolios in many of our programs. Candidates provide a rationale for self-selected artifacts to demonstrate how each represents attainment of a particular standard or criterion within a standard.

Element Four: Professional and Pedagogical Knowledge and Skills for Teacher Candidates

Professional and pedagogical knowledge refers to the strategies, activities, and events that **caring, competent, and transformative educators** employ daily in process of representing content knowledge. Included are modes of classroom orchestration, technologies, planning and the implementation of plans, and imploring other pedagogical and professional skills to achieve learning for all students. It also includes the ability to carry out the multiple tasks while bearing in mind the diversity of learners, ethical and moral imperatives, and uniqueness of the teaching moment.

Since 1990, students in certification or licensure programs complete a well-planned sequence of courses and experiences in professional and pedagogical studies. The professional and pedagogical knowledge base is organized in three components: (1) the foundations of education, (2) effective instructional practices, including methods, materials and technology for teaching curriculum content, teaching reading in the content area, the teaching of problem-solving and inquiry skills, the diagnosis and prescription of appropriate instructional strategies based on the needs of the learner, classroom management, and effective communication.

Our teacher preparation programs stress planning and using instructional strategies, activities, and materials geared to the individual learner's development and expect our candidates to know and apply a variety of strategies. The programs expect candidates to know and be able to apply learning theories and principles of growth and development of learners. Candidates are expected to reflectively apply their understanding of the intervening effect of cultural and social differences on learning in order to maximize learning.

Assessments of learning are also emphasized within our teacher preparation programs. Instructors, candidates, and peers evaluate lesson plans. Pre and post lesson self-assessments occur. Questions are addressed such as: Does the plan match the learners? What interventions are necessary? What might be done differently in the future teaching of the same lesson? Candidates learn first-hand that a "one size fits all" lesson is seldom applicable for addressing the diverse needs

and learning modalities of one's class. Candidates in our teacher preparation programs take a focused assessment and evaluation course (EDP 303 – Middle, Adolescent and Young Adult, Physical Education, and Health Education Programs; EDP 432 – Early Childhood Program and Intervention Specialist Programs or EDP 494), as well as having assessment integrated within other courses within their program of study.

Element Five: Professional Knowledge and Skills for Other School Personnel

Miami's Educational Leadership programs emphasize both the theoretical and the professional practice of administration. To emphasize the professional practice nature of administration, the department endorses a problem-based teaching approach for the course work in the administration courses. A problem-based course may focus on a particular problem situated in a school district, a series of problems drawn from a variety of school settings, or in-depth case studies. Regardless to the approach, faculty insure that essential skills needed to address the problems are taught. The field has recognized that problems of practice provide the most viable context for merging the craft, theoretical, and moral dimension of educational leadership.

Assessing knowledge and skills is accomplished in many ways: evaluating candidate performances on activities drawn from national professional standards; employing role-play; simulations; reflective journals; portfolio reviews; and evaluation of classroom discussions. They also rely on formative and summative evaluations of site experiences, practica and internships, along with traditional types of assessments such as the thesis and dissertation processes.

The School Leadership Program in EDL is designed for those who want to be dynamic school leaders. The course of study involves a planned sequence of core experiences addressing theories of learning, curriculum strategies, theories of leadership, program evaluation, decision-making and planning as they occur within a collaborative organization. The program provides opportunities to analyze, critique, and reflect on school organizations and the problems of practice that occur within them. Many of the classes meet off-campus in area schools.

Through the use of four major thematic strands, the Miami program bridges the gap between theory and practice. It is consistent with the mission of the university to serve the needs of society through serving the needs of its public schools. The program meets the demands of contemporary democracy by enabling students to lead the renewal of individuals and organizations. Because of its problem-based pedagogy, this program promoted reflection and interdisciplinary thinking. Thoughtful decision-making and deliberation are hallmarks of the program. It incorporates not only the mission of Miami, but also the mission and goals of the School of Education and Allied Professions.

Within the Speech Pathology and Audiology licensure programs, method courses (EDT 327, SPA 224, SPA 424 and SPA 425) are taken candidates learn and must demonstrate outcome assessments. For example in EDT 327: Speech & Hearing Therapy in the Public Schools candidates learn and become proficient such things as the certification and licensure standards, the philosophy of a whole language approach, be able to assess two speech language screening tests, and write an IEP for a variety of communication disorders to name a few.

Element Six: Dispositions for All Candidates

Dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. They are guided by the beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice.

Dispositions are infused within our Institutional Standards. In Standard Two, indicator 4 we expect our candidates to “demonstrate familiarity with relevant aspects of students’ background knowledge and experiences and varies instruction based on students’ interests, aspirations, personal and cultural dispositions and needs.” An example of how this is demonstrated would be within our early site experience for our Middle Childhood program. Candidates interview students during their two-two week site experiences and develop an interdisciplinary unit of study based upon student interest, needs, and personal and cultural dispositions as a culminating project for EDL 318 and EDT 252.

Within our Institutional Standard Three, candidates are assessed in such areas as creating a climate that promotes fairness (3.1) and establishing and maintaining rapport with students (3.2). Candidates begin learning this during focused observations of experienced teachers both in schools and within Miami and begin to implement such techniques within peer teaching episodes as well as within field and clinical experiences.

In the area of professionalism (MU Institutional Standard 5), candidates must participate in professional and school-sponsored activities (5.1); build professional relationships with colleagues to share learning insights and to coordinate learning activities for students in relation to both the public and private purposes of education (5.6); and communicate with parents, guardians, and other colleagues about student learning (5.7). Some of our Adolescent and Young Adult Programs require candidates to join the Learned Society (or SPA) for the content area in which they are majoring, such as NCTM, NSTA, NCTE, or NCSS. In the Early Childhood Program candidates must accumulate 100 hours of professional activities and service working with children for acceptance into the program.

Demonstrating a sense of efficacy is also an important part of our institutional standards. Under Standard 4E2, candidates must demonstrate a sense of efficacy

by modifying instruction in response to student feedback and performance. This is assessed during field and clinical experiences when lessons are taught and assessed and then reflection and follow-up is required. The candidate is asked to address how a particular student or group of students who appeared to not have met and/or exceeded in meeting the learning goal(s). What might they do differently in the future with this student or group of students to ensure the meeting of the learning goal(s) is also explored and expected to be addressed by the pre-service teacher. By demonstrating a sense of efficacy we expect our candidates to never give up on a student or group of students but to continue to explore other options of meeting their learning needs for all students including those noted with exceptionalities.

Other possible dispositions that may be assessed throughout a candidate's program include intellectual rigor, quality of engagement, interaction of faculty, significant experiences gained from program, and program satisfaction. These are assessed in a variety of ways such as student advisory councils and debriefing sessions after the completion of site experiences.

Element Seven: Student Learning for Teacher Candidates

Our teacher preparation programs expect their candidates to demonstrate an impact on student learning among other candidate outcomes. It is a struggle within our programs to determine exactly how one can demonstrate that, however. What counts as viable evidence of learning is an on-going conversation within most our teacher preparation programs currently. Being skilled in applying a broad array of pedagogical strategies is believed to be an important element in achieving this element.

Multiple modes of formal and informal assessment of student learning are also important. Pre and post testing/assessments along with candidate reflection are also emphasized within our programs. Lesson plans are created and revised based upon background knowledge and experience of the students being taught. Post reflection of the implemented lesson also involves the candidate addressing what they would do differently and the same if they taught the same lesson again or projected next steps, based upon evidence of the plan meeting the learning needs of all students within the setting. In addition, exhibition of student work also occurs such as within our Art Education Program. P-12 student work is displayed in "Scholastic" and other local, regional, and national exhibitions.

One example of how this is accomplished would be within our Early Childhood Education program. During the Content Integration Block, candidates implement thematic units in their field placements. Host teachers are consulted early to determine the appropriate theme for the unit to be taught and work closely with the candidate throughout the process from creating to assessing the effectiveness of the unit.

Element Eight: Student Learning for Other Professional School Personnel

There is an expectation in our other school personnel programs that candidates within these programs will enhance and enable the learning experiences for students and their teachers. As within the other aforementioned aspects of these programs, multiple assessments occur in site experiences, practica, and internships.

In our School Nursing Program, candidates in NSG 431 and 419 select experiences within schools where they precept with the school nurse. Through these experiences (of at least 10 semester hours) the candidates participate in teaching health related materials to individual students, parents, staff, and in the classroom. They also impact school students' learning by providing need health care to allow students to make the most of their learning opportunities.

Summary

Our most recent HEA -Title II Aggregated Data for Praxis II compares the level of effectiveness our candidates have in the area of professional knowledge, academic content knowledge and teaching special populations, to the statewide passing rate of other candidates. The most recent results for 2000-2001 is listed below:

Type of Assessment	MU # Passing Assessment	Institutional Pass Rate	OH # Passing Assess ment	Statewide Pass Rate
Aggregate – Professional Knowledge	469	95%	6808	93%
Aggregate – Academic Content Areas (Math, English, Biology, etc.)	434	94%	5997	92%
Aggregate – Teaching Special Populations (Special Education, ELS, etc.)	22	100%	723	97%
Summary Totals and Pass Rates	465	92%	6728	89%

Standard 2: Assessment System and Unit Evaluation

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

Element One: Assessment System

The NCATE Divisional Committee convened in January 2000 and began to explore the development of our unit's assessment plan. This was done concurrently with the realignment of our conceptual framework in addressing the meeting and measuring of the new NCATE 2000 standards. Careful consideration of our former institutional goals occurred. Refining our institutional standards to better address national and state standards framed the committee's process of modification.

An assessment committee was formed to address the development of the assessment plan once the revised conceptual framework was finalized. Their charge was to fine-tune the larger divisional committee's plans. Being a smaller representative group facilitated the ability to further develop and refine the larger group's plans and then report back for fine-tuning before the information was then conveyed to each department's faculty.

Part of our Assessment Plan involves working with consultants to assist us determine the most effective and efficient way of collecting, analyzing and evaluation our data. The NCATE Coordinator, Director of Technology, and Coordinator of New Media and Web Development have been meeting with an account executive, systems engineer, and professional services manager from *Apple* over the past several months to explore the development of a plan which will facilitate our assessment plan. The result of the series of meetings held with the consultants from *Apple*™ is a formalized proposal of a detailed process for addressing the articulated needs.

Decisions for admission and retention are determined at the department and program levels for undergraduate and graduate candidates. Various criteria are used to determine progression throughout one's program such as G.P.A., writing samples, test scores, artifacts, and field and clinical experiences. Thus, a candidate must achieve a successful portfolio review at each benchmark within the program in order to progress to the next phase.

Within our Assessment system we have established Advisory Councils as a means for our candidates to communicate concerns as well as give suggestions for improvement at the program, department, and unit level. The Middle Childhood Program has held three such meetings over the past month, scheduled both during the morning and evening to accommodate the needs of those currently in the program. Discussions regarding such things as course content, overlap, site experiences, and perceived needs have been discussed and addressed by the

program coordinator. We also have similar groups at the graduate level. In EDL an advisory group has impacted improvements in several areas within the department's doctoral program such as the structure of the comprehensive exam and the substance of the residency course for Ph.D. candidates.

Besides program level advisory groups, a divisional advisory group is being established by Dean Schirmer. This group will address unit issues and concerns rather than programmatic ones.

Element Two: Data Collection, Analysis, and Evaluation

We are currently piloting LiveText™ in five of our licensure areas (Early Childhood, Middle Childhood, Adolescent and Young Adult – Science, Physical Education, and an Intervention Specialist program). LiveText™ assists faculty and candidates incorporate NCATE, INTASC, state professional and learning standards, as well as other standards in curriculum planning, in lab and site experiences, and in assessments. Electronic portfolios are also possible through this and thus are developed as web-based rather than the need for unit server space to contain them, which could become burdensome over time with our current enrollment and with the inclusion of tracking our candidates one year beyond graduation.

Representative faculty have been chosen by department chairs to receive training in September and have been implementing its use with method and student teachers. Our institutional standards have been added to the other national SPA standards and the system has been customized to meet our needs. Participants will share an assessment of the program this spring to all licensure areas. Thus, a determination will be made at that time by unit faculty, as to whether this system will be a viable tool for EAP to adopt.

Element Three: Use of Data for Program Improvement

The successful implementation of the Assessment Plan will rely on an effective data system being in place. Data must be used for improvement at the program and unit levels. Technology will be an important element in the organization, storage, and analysis of the many sets of data that will emerge from the assessment structure.

Evaluations used by the unit will be systematically reviewed and revised as deemed necessary. These would include such items as follow-up studies, site experiences, student teaching surveys, and employer surveys. Within our Assessment Plan evaluations are currently being revised for closer alignment of professional, state, and institutional standards. Since several specialized professional associations are currently revising their standards for closer alignment with the NCATE 2000 standards, our plan must allow for flexibility over time.

A system of reporting and disseminating information is presently being developed to provide the basis for needed changes within the unit. Programs will need feedback on a regular basis as to the perceived level of effectiveness from candidates and faculty connected to a particular program. Using data effectively to improve programs or individual performance requires a commitment to reflection as well as a belief in the value of continuous improvement and change.

The following table demonstrates our progress to date in establishing our Unit Assessment Plan. We have established committees such as the NCATE Divisional Committee, Assessment Committee and Student Advisory Committees to discuss our present and future needs in the area of assessment and the effective management of it. A team from Apple™ have met and planned for several months with representatives from the Assessment and Technology Committees to design a need assessment proposal.

Curricular scans have been done for national (NCATE, INTASC), state (Praxis III), and institutional (Conceptual Framework correlation) standards within our licensure programs. The use of LiveText™ has been piloted this year to align specialized professional association (SPA), ODE (Pre-K –12 model standards), and our institutional standards (Miami standards) to candidates' lesson plans and begin exploring the capabilities of electronic portfolios.

The development of an institutional standards-based portfolio has occurred. Programs are currently in various stages of progress. Some are fine-tuning the benchmarks while others are piloting several components both in preparation for full implementation beginning with next year's entering class. Simultaneously, former benchmarks are being revisited to improve our admission and retention process to enrich the process and ensure selection and retention of the highest quality candidates within our programs. This has fused nicely with our Divisional Strategic Plan (Goal 1) regarding enrollment management.

Our field/site and clinical practices have adopted the use of our new site experience forms for Early Site/Field Experiences, Methods, and Student Teaching this year with the Student Teaching form being used for the first time this semester. Once this process has been completed we will begin to aggregate the data. Our goal is to have web-based forms which cooperating teachers and supervisors can complete on line for more efficient tracking and returned to one source for aggregating the data to be reported back to program coordinators for continuous improvement.

We have a long road ahead as novices venturing down a new path of creating and maintaining an effective assessment system for our unit. The journey should prove to be exciting and will assist us in planning future excursions as well as improve current destinations for candidates within our programs to pursue.

**Miami University
Assessment Plan Timeline**

For: Teacher Preparation and Other School Personnel Programs

Goal/Element	Task to Achieve	Persons Involved	Timeline/ Target Date
Formation of the NCATE Divisional Committee	To revise our present conceptual framework to align with NCATE 2000, INTASC, ODE (state), and institutional standards and to serve as the representative voices for each dept. by sharing and gaining feedback throughout the process.	Chairs and 1-3 faculty members from each dept. and selected divisional admin. staff from the unit. (ART, Arts & Science, EAP, EDL, EDP, EDT, FSW, Music, PHS, SPA)	<input type="checkbox"/> 1/01 <input type="checkbox"/> 2/01
Formation of the Writing/Assessment Committee	This small sector of the NCATE Divisional Committee is responsible for steering the divisional committee's work by writing the draft components for the conceptual framework and then distributing it to the larger committee for feedback and modification.	Chairs from each dept. nominated program coordinators to the dean, who selected members to serve on this smaller writing/assessment committee.	<input type="checkbox"/> 2/01 <input type="checkbox"/> 3/01
Curricular Scan of performance-based assessments related to INTASC/ODE Standards	Indicate the INTASC standards utilized within each course within a licensure program's goals/objectives and submission of syllabi and assessment grid to NCATE Coordinator.	Unit faculty	<input type="checkbox"/> 4/01 <input type="checkbox"/> 5/01
Curricular Scan of performance-based assessments related to Praxis III criteria & then to Institutional Standards	Indicate the Praxis III criteria being taught within each licensure course within course syllabi and submission to NCATE Coordinator.	Unit faculty	<input type="checkbox"/> 4/01 <input type="checkbox"/> 5/01 <input checked="" type="checkbox"/> 1/02 – on going

Goal/Element	Task to Achieve	Persons Involved	Timeline/ Target Date
Curricular Scan of performance assessments related to content standards.	Indicate performance assessments being used and propose modifications for future program improvement.	All faculty teaching within a licensure program	<input type="checkbox"/> 2/01 <input type="checkbox"/> 3/01 <input type="checkbox"/> 4/01 <input type="checkbox"/> 5/01–on-going
Candidate entrance into program	Multiple indicators are being used; however, indicators need to be evaluated for success of identifying potential of candidate.	Assessment Committee and unit faculty	<input type="checkbox"/> Review & revise program indicators – 10/01 <input type="checkbox"/> Revision of data system – 10/01 –ongoing <input type="checkbox"/> Review system of appeals 11/01-ongoing.
Identification of critical assessment points within licensure programs	Assessment points have been established at admission and completion within programs, but the development of performance criteria is needed	Assessment Committee and Unit faculty	<input type="checkbox"/> 2/01 <input type="checkbox"/> 3/01 <input type="checkbox"/> 4/01 <input type="checkbox"/> 5/01
Establishment of Student Advisory Committee	Selection of representatives from licensure programs to communicate and disseminate information to candidates	Program Coordinators, Assessment Committee, Unit faculty and candidates	<input type="checkbox"/> 9/01 <input type="checkbox"/> 10/01 – Unit. Committee Planned <input type="checkbox"/> 1/02 – MCE est. <input type="checkbox"/> on-going

Goal/Element	Task to Achieve	Persons Involved	Timeline/ Target Date
Data System Development	Development of a data system to identify and track candidates	Assessment Committee Program Coordinators, Unit Faculty and Student Advisory Committee	<input type="checkbox"/> 5/01 <input type="checkbox"/> 6/01 <input type="checkbox"/> 8/01 - ongoing

Portfolio Development – Incorporating performance-based and standard-based assessments	Formal development of portfolios around national, state, and institutional standards within our licensure programs. Development of evaluation criteria for cand. success	Unit faculty, program coordinators and assessment committee	☐ 5/01-8/01
Portfolio Pilot	Implement pilot portfolio	Candidates within selected licensure programs and unit faculty	☐ 9/01 – 5/02 some programs ☐ 9/02 –5/03 all programs begin implementation following first class through
Portfolio Refinement	Revise and refine portfolio based upon pilot project’s feedback and evaluation; Communication of portfolio plan to candidates	Unit faculty, assessment committee, and student advisory committee	☐ 6/02 ☐ 8/02-5/04
Establish System to collect, analyze, and interpret information from external sources to improve programs, clinical experiences, and unit operations.	External Data is currently being collected; however results need to be integrated and disseminated more effectively in program development. The development of a more comprehensive system to follow candidates throughout their career is needed.	Assessment Committee, Unit Faculty, Student Advisory Committee, LiveText participants	☐ 1/01 ☐ 1/02 ☐ 1/03 –ongoing as needs alter

Unit Capacity

Standard 3: Field Experiences and Clinical Practice

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

Element One: Collaboration Between Unit and School Partners

Partners from several of our local school districts and the College of Arts and Science serve on our NCATE Divisional Committee. The school members represent suburban, rural, and urban sites. They are involved in the design, implementation, and evaluation of our unit's conceptual framework and have worked closely with us during the conversion of our "old" (certification) programs to the "new" licensure offerings.

Our degree of collaboration varies across our partnerships. We have some districts such as Mason and Madeira in which we have trained on-site supervision models in full operation and other districts where we have historically placed our candidates but employ more of a traditional model of supervision. We also have some districts that fall in between of the two types.

Placement decisions are made jointly by both parties and may vary from program or department involved in the site placement of pre-service teachers or other school personnel (undergraduate or graduate level). All placements are facilitated through the Office of Field Experience and Student Teaching for the unit's programs.

The Talawanda School District and Miami University recently entered a new era of relationship. A partnership between the two institutions has occurred to support and pursue common goals. There is an eight-member task force in place made up of 2 co-chairs, one from each institution. The charge of the task force is to support the ongoing work between the school district and the university, as well as to guide and support new grassroots activities and programs. A particular focus of this partnership is on facilitating Talawanda's achievement of the goals in its Continuous Improvement Plan (CIP), which focuses primarily on increasing student achievement in the district. This partnership is unique in that it involves a broad university group of representatives, including Arts and Science faculty, as well as those from the School of Education and Allied Professions.

Element Two: Design, Implementation, and Evaluation of Field Experience and Clinical Practice

Our site or field experiences are varied depending upon each program and are enriching experiences for our candidates. The format used by the Office of Student Teaching and Field Experience for placement of early field and methods students is as follows: (1) a list of candidates needing early field or methods placements is given to them by a particular program or department; (2) candidates are grouped by licensure requirements, content area, grade level, and diversity; (3) requests are made to schools/districts via e-mail, mail, fax or telephone; (4) follow up contact is made to secure confirmations; (5) resubmission of requests are made to alternative sites if the original request is denied; (6) match up confirmed placements with students is done next; (7) school placement information is entered into a database and completed paperwork is then sent to the schools; and, (8) transportation needs are arranged through Motor Pool for all field experiences for the candidates.

A unique plus we offer is the opportunity for candidates to do their student teaching in another country. I will highlight two such programs – Student Teaching in Europe and Student Teaching in Australia. The European program is done during Fall Semester and the Australian program in the spring. The student teaching program in both programs provides a multicultural, international student teaching alternative for students in teacher preparation programs. A Miami faculty who is assigned to either Europe or Australia for the semester supervises candidates. The schools provide curriculum that resembles that in most American schools. Candidates apply for either experience through the Student Teaching Office and go through a selection process for admittance.

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

Candidates must demonstrate mastery of content areas and pedagogical and professional knowledge throughout specific benchmarks within our programs. This is accomplished in multiple ways such as auditions, performances, and demonstrations in Art and Music Education; G.P.A in one's major; interviews and written recommendations; written communication such as "Why I Want to Become a Middle Childhood Teacher" being required in one of the initial benchmarks within the Middle Childhood program.

The four established benchmarks that have been established are: entry into the program, prior to methods, prior to student teaching, and prior to graduation. At each of these integrals artifacts must be submitted for review by designated faculty within the candidate's program. These are presently being determined and piloted within our programs during these early stages of our assessment plan. The assessments will include artifacts that demonstrate how the candidate's teaching has impacted student learning.

Assessments used during field/site and clinical practices have been developed to measure the proficiency level of the candidate in the multiple criteria found within our five institutional standards. An Early Site Experience would not assess all thirty- one

criteria as say the student teaching experience would due to the time spent within the classroom and the level of experience, knowledge, skills, and dispositions being different at the sophomore level versus the senior level of a four year program.

Dispositions are addressed and assessed within our programs in multiple ways. Intern competencies for candidates within EDP's school psychologist program include the following elements: (1) Serving as an Agent of Change (becoming a **transformative educator**); (2) Utilizing a Scientist-Practitioner Model – being able to apply research methodology to practical problems (becoming **competent**); (3) Establishing Effective Collaborative Relationships (Institutional Standard 5); (4) Facilitating and Implementing a Collaborative Problem-Solving Process (a **caring** educator); (5) Recognizing and Valuing Human Diversity (Institutional Standard 2) and (6) Implementing Comprehensive Psycho-educational Assessments.

Candidates work collaboratively with cooperating teachers, supervisors, faculty, and other candidates to continual improve their growth and development as an educator to improve their practice and better assess Pre-K to 12 student learning.

Within our Institutional Standard 3 – Demonstrates Sensitivities to Learning Contexts and Environments, candidates must be able to create an environment that is socially, emotionally and physically safe for students. This is deemed as important before learning can occur. Standard 4 – Demonstrates Planning, Implementation, and Evaluation by Utilizing Varied Instructional Strategies is another important component seen as vital to impact student learning. When reflecting upon the perceived effectiveness of a lesson, candidates are asked to determine what they might do differently in the future in these three areas (planning, implementation, and evaluation) if they were to teach the lesson again. Additionally, what they might do the same and to note why the outcomes evolved.

Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to

help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

There are four goals within our Divisional Diversity Plan:

- Goal 1: Recruitment – Miami University will strengthen its efforts to attract persons from diverse backgrounds.
- Goal 2: Retention – Miami University will strengthen its efforts to retain persons from diverse backgrounds.
- Goal 3: Community – Miami University will strive for a community where all persons feel welcomed and valued and share a sense of belonging to the university
- Goal 4: Learn, Reflect, Act – Miami University will provide opportunities for all persons in our community to learn, reflect and act upon issues of personal, cultural, and social difference, and to take leadership in an increasingly diverse society.

The School of Education and Allied Professions developed 29 action statements within the diversity goals (10 under Recruitment, 7 under Retention, 3 under Community and 9 under Learning, Reflection, and Action). To date, 58% of these goals has been accomplished.

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

Our curriculum at both the initial and advanced level has purposefully been designed to provide a knowledge base for diversity and inclusion so that candidates can apply them effectively in schools. At the undergraduate level EDP 256 or EDP352 are required course for licensure programs, both address the issue of students with working with students with exceptionalities. Similarly in our graduate programs there are courses such as EDP 656, EDP 444/544 and EDP 402/502. EDL 204 and EDL 621 are two examples of courses that focus on the multicultural aspect of education. Additionally, the entire EDL 780 and 790 series seminars address the issue of diversity directly.

Besides specific courses that address diversity, there is a thread throughout our candidates' program that address the issue. For example, in EDT 427 and 428 (Integrated Language Arts methods), students read excerpts from Lisa Delpit's Other People's Children and Keith Gilyard's Let's Flip the Script and create an interdisciplinary thematic unit specifically addressing diverse learners. In some of

our Family Studies and Social Work courses candidates learn about diverse families such as Amish, polygamy in US, single parent families, and adoptive families.

At the department level such as Educational Leadership it is required that all courses infuse issues of race, class, and gender differences into practically every course. The faculty have agreed as a group to include specific language into their teaching evaluations that asks students if instructors attend to the issue of diversity. Faculty take responsibility in exploring issues of difference.

One accomplishment of our divisional diversity plan has been the focused expansion of our graduate programs to diverse educational professionals. Our outreach to underrepresented high school undergraduate students, and graduate students through specific programs (CIT-CAPE-SDE-Hamilton-Dayton Cohorts). There have been 11 cohort groups to date with an average of 15 per cohort.

The Department of Educational Psychology has a diversity plan. It contains three components: student diversity, faculty diversity awareness, and curricular diversity. A department goal for curriculum is to increase faculty sensitivity to the need for curricular changes such as perspectives from diverse cultures, genders, and ages as well as theoretical diversity.

Element Two: Experiences Working with Diverse Faculty

The most notable accomplishment of the Divisional Diversity Plan has been the leadership role that the division took from 1997 to 1999 in creating and planning the Summer Institute for Faculty on Diversity. EAP initiated the concept and invested heavily soliciting involvement from other divisions.

The Office of Student Teaching and Placement is expanding diverse international sites for student teaching. Luxembourg and Germany host a full-time Oxford faculty member annually to supervise students and teach a capstone seminar. Guadalajara, Mexico continues to serve students through a private university partner. A summer field course is co-sponsored at Cape Coast University in Ghana by EAP, SBA, and CAS and a student-teaching option is available. Bunbury, Australia became a student teaching site in Spring 2001 and again in Spring 2002, also supervised by a full-time Oxford faculty member. A capstone field experience in cultures of Australia is also made available to our candidates.

In Art Education, diverse speakers, such as Dr. Bing Davis, bring a unique perspective to art and the teaching of art to the program. Faculty mentoring within and between departments is another initiative encouraged and implemented by many faculty (e.g. an Art Ed professor recently mentored a Japanese professor from the Theater Dept.) and collaboration often occurs through peer evaluation and peer teaching.

Element Three: Experiences Working with Diverse Candidates

What progress is Miami making on minority enrollment?

- Minority enrollment on the Oxford campus has increased 66 percent in 10 years – from 750 students in the fall of 1990 to 1,246 students in the fall of 2000. The number of African-American students in the same period has increased from 411 to 652 – a more than 58 percent increase.
- Enrollments for 2000-2001 for other ethnic groups include: American Indian/Alaskan Native 67; Asian Pacific Islander, 241; Hispanic, 263.
- Over a shorter time frame there had also been steady progress. In the past four years minority enrollment on the Oxford campus has increased 12 percent, from 1,111 in fall of 96 to 1,246 in fall of 2000.
- Minority students comprise 7.7 percent of undergraduates (African-American students constitute 3.7 percent of the student body) in 2000-2001 and 7.8 percent of graduate students on the Oxford campus. Miami's goal is to have minority students comprise 10 percent of its student body by fall of 2003. This fall's freshman class had 8.8 percent minority students.

Source: Denise Krallman, institutional research analyst, University Budget and Institutional Research Office)

For academic year 2000-2001, EAP's student-of-color enrollment was 169 students of a total undergraduate population of 2,247 or 7%. At the graduate level of 390 masters, doctoral, and education-specialist students, 48 or 12% are students of color.

One of our unit faculty is the statewide coordinator for the Ohio Board of Regents, Student Achievement in Research and Scholarship (STARS). STARS is a statewide program developed to increase the representation of underrepresented faculty in the professorial. It helps African Americans, Hispanic, and Native American undergraduates to prepare for graduate education.

Part of the Department of Educational Psychology's diversity policy involves three steps to encourage the recruitment and retention of students who are from underrepresented ethnic/racial backgrounds in the United States and from other countries throughout the world. It also focuses on students with disabilities, who are of non-traditional age, and who come from varied socio-economic levels, and notes within the plan to provide an atmosphere conducive to gender diversity and to the retention of these diverse recruits. Steps to reaching these goals involve the active involvement of both undergraduate and graduate students within their programs. Similar initiatives are also found within other departments within our unit.

Element Four: Experiences Working with Diverse Students in P-12 Schools

Site and clinical experiences are structured to ensure that candidates receive varied and diverse opportunities to work with P-12 students. In addition to the scheduled connections candidates participate in other events throughout the year such as volunteer work at local schools and many service learning projects.

Experiences working with diverse P-12 schools involve more than just sending candidates to an unfamiliar environment such as an urban or rural school. We have discovered one of the keys to a successful diverse experience is providing a knowledge base of basic understanding, before sending candidates to an unfamiliar environment. For example in our Middle Childhood Program, candidates experience a preparatory briefing session of unique qualities of say an urban school by faculty who teach or serve as administration within such a site. There is also debriefing which occurs upon the completion of the site experience that provides an opportunity to discuss and reflect upon the experience and professional growth that occurred for the candidate.

EAP faculty, staff and student teachers have multiple opportunities for engagement with African-American, Appalachian and Latino communities in a variety of partner school sites in Cincinnati, Madeira, Mason, Hamilton, Oxford, and Ross, Ohio. In 2000-2001, an Educational Psychology class provided 288 hours of tutoring in Hamilton's Jefferson Elementary School, where there is a growing Latino population. EAP sophomores completed fieldwork in 55 agencies and 29 preschool settings in Ansonia, Edgewood, Fairfield, Hamilton, Mason, Middletown, Colerain, Ross and Oxford, Ohio. The Institute for Educational Renewal in cooperation with the Butler County Mental Health Board and departments of Psychology, Nursing, Educational Psychology, Physical Education, Health & Sport Studies, and Graduate School, implemented a school mental health grant in 13 Butler County schools.

At the graduate level, our relationships with certain school districts in the School Leaders Program (in EDL) are specifically targeted to those who have both student and faculty minority populations.

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 systemically evaluates faculty performance and facilitates professional development.

As noted within our vision, **our students (candidates) are our first priority**. Our faculty are well known for the time they spend outside their instructional duties by assisting our candidates as advisors, collaborating within research projects and grants, and making themselves available off-site through electronic communication such as Blackboard™, LiveText™, and email.

We are stewards of our public responsibility for human development, working collaboratively with our students, schools, families, and community, health and social service agencies to create knowledge and strategies to improve our complex global society. One example of how we implement this recently was through the implementation of a Mental Health Grant. One component of the grant was an *Addressing Barriers to Learning* conference. Of the many applications received from schools (grades 4-12), the committee invited 14 school action teams from 12 schools in 5 districts to participate in the conference. The goal of the conference was: *To conduct a series of annual conferences, each of which will help initiate planned local public school-based projects that reduce mental health-related barriers to learning and enhance the development of healthy school communities.*

We are a collegial community of learners, committed to the goals of Miami University, specifically focused on the development of leaders for education, families, health and social service agencies and local communities. Our Ph.D. and Ed.D programs in Educational Leadership were the only two exemplary rated programs identified by the Ohio Board of Regents during the 1995-96 academic year when all educational administration programs in Ohio were reviewed. You'll find our faculty serving on many different boards and agencies throughout SW Ohio.

We strive to be exemplars of practices that are democratic, nurturing, moral, ethical and respectful. This is evident within our course offerings and purposeful structure within our teacher preparation and other school personnel programs. We demonstrate this by our actions and demeanor with both our candidates and peers.

We are responsive to our past and responsible for our collective futures. Preparing a teacher or other school personnel for tomorrow's schools and agencies is different today as it was 20 years ago or will be in 2020. We take this responsibility seriously and feel it is our duty to prepare the most **caring, competent and transformative educators**. To do so means we must emulate the vision we profess for the candidates who have chosen a career as a teacher or other professional school personnel.

Element One: Qualified Faculty

This academic year (2001-2002) 27% (43) of our unit faculty are full professors; 32% (49) are associate professors; 20% (32) are assistant professors; and 21% (33) are instructors. Sixty-two percent (96) are tenured and an additional ten percent (15) are tenured-tracked faculty of the 156 faculty within the unit. Nine percent of our faculty are from under-represented groups or minorities with 47% (74) of our faculty being male and 52.5% (82) female. 82 (53%) hold a Ph.D. and 23 (14%) hold a Ed.D. with only 6 faculty having just a BA or BS degree. The majority holds the highest degree within their respective field of work. (Electronic submitted vitae may be viewed at: http://www2.eap.muohio.edu/ncate_search/search.htm)

Many of our faculty have received local, state, national, and international recognition. Some unit faculty members have received local awards through organizations like the student government (Outstanding Educator Award), the affirmative action office, and the Butler County YMCA (Outstanding Woman of Achievement). We have a "Professional in Residence" program where local exemplary educators are chosen to work for a year or two as a member of our faculty. They share their specialized knowledge and expertise with our candidates and us during this time. State awards include such things as the Ohio Teacher Award (1990) and Outstanding English Teacher through the Ohio Council of Teachers of English/Language Arts (2002), as well as the Presidential Award for Excellence in Secondary Science Teaching (1991).

Element Two: Modeling Best Professional Practices in Teaching

Our faculty are **caring, competent, and transformative educators**. Being life-long learners they continually seek to enrich their professional lives through training and activities to improve their practice and broaden their knowledge within their content fields and teaching. They exhibit intellectual growth and sensitivity to emerging as well as traditional issues of critical pedagogical importance. Additionally, they strive to effectively model the best professional practices in teaching. As noted previously, many have been awarded numerous teaching awards both locally and beyond.

Our unit professors have won such awards as: University Distinguished Scholar; NAECTE Outstanding Teacher Educator; Fulbright Senior Lecturing Scholar; Featured in Great Teachers Inspire (Miamian); Effective Educator Awards; Outstanding Teaching Award by Miami's Associated Student Government; Outstanding English Language Arts Award; Outstanding Reading Educator Award from the Ohio Council, IRA; Miami Students for Diversity in Education (formerly known as Minority Students in Education) and Miami University Council of Teachers of Mathematics (MUCTM). Member, Spanish Editorial Board, LangNet, online database for language learning, teaching; and NCATE BOE,

member to just name a few of the many honors bestowed upon our exemplary faculty.

Besides the aforementioned representation of the numerous awards, our faculty are life-long learners always developing their skills and practice in diverse ways. Over 55 have been trained as Pathwise Mentors or Praxis III assessors for the state of Ohio. Many have been trained in the use of Blackboard and are currently using the program within their courses. Six representatives have been trained to use LiveText to align standards with their curriculum. All faculty are assessed by students through course assessments completed at the close of each semester. They are typically distributed and monitored by another faculty member and results are compiled and returned to the instructor after grades have been posted to avoid bias.

We have been a National Board for Teaching Practices Site for the last several years. One of our faculty members is the site coordinator. The most recent grant has permitted candidates to be supported formally with weekly attendance and feedback in a two-hour credit graduate workshop in the fall and a 3-hour credit graduate workshop in the spring, (tuition-free).

Of the 43 participants who began the course last year, 19 succeeded in becoming certified by the National Board. Two of the original 43 participants did not complete the course due to medical reasons. This means that 19 out of 41 candidates who completed the course became National Board certified—a 46% success rate.

The Teacher Education Department is also reviewing its graduate program to make more direct connections to the NBCT candidacy process, and the types of writing required. Options are being considered that will begin to prepare teachers for the long-term commitment of becoming accomplished teachers, as well as the immediate support of candidates who are actually beginning the NBCT process.

The 1999-2000 project provided an information session for professors in Miami's Teacher Education Department and Educational Psychology Department regarding orientation to NBPTS and the need for support for the related certification areas in graduate programs. During the 2001-2002 school year, the project plans to provide information sessions for other departments in the School of Education and Allied Professions, as well as departments in the College of Arts and Sciences that provide the content training for teacher candidates. These efforts, combined with the increase in the numbers of teachers who achieve National Board Certification should help to enhance the image of teachers as professionals throughout Ohio.

As we make plans to revise our graduate program in accordance with NCATE guidelines, there should be many professors on this campus who will need an update on NBPTS. This update should also provide our project with a new cadre of "experts" who can lend their expertise to increase the likelihood of successful NBCT candidates, and also prepare teachers in our graduate programs that will be better prepared to become NBCT candidates.

Element Three: Modeling Best Professional Practices in Scholarship

All faculty members in the School of Education and Allied Professions are expected to engage in scholarly work, whether they are in tenure-track positions or not. It is an integral part of our annual faculty evaluation process that is reported through the submission of one's annual report. The range of scholarly inquiry in the unit is remarkable. Faculty having been exploring such topics as the relationship of music to mathematics, preparing leaders for the rapidly changing racial, cultural, and language diversity of U.S. schools, integrating art and science in the elementary school classroom, inclusive practices, teaching through inquiry, mentoring, and literacy enrichment for pre-kindergarten settings.

EAP faculty reported the following scholarly publications in 2000-2001: 41 books in print, in press, or under contract; 51 book chapters; 97 referred journal articles; 6 textbooks; 1 online publication; 81 papers read at professional meetings. President Garland and Friends of the Miami University Libraries held a public reception on January 23, 2001 to honor Miami authors whose books appeared in 2000. Eight of the 48 published authors recognized that evening, or 17% were EAP faculty. One Health Education professor compiled a Children's picture book database at Miami with 5000 children's picture books and 900 searchable keywords and 700 content web links.

EAP faculty were awarded \$1,616,603 in grant monies from July to December of 2000 from such organizations as The National Association of School Psychologists (\$8,100); W.K. Kellogg Foundation (\$84,903); The Ohio Department of Education and The Ohio Board of Regents (\$1,523,600).

Element Four: Modeling Best Professional Practices in Service

The Unit's faculty collaboration with colleagues in the College of Arts and Science and P-12 environment is continuous. Our work is collaborative and involves such things as our regularly scheduled content area meetings, composing, implementing and evaluating multi-divisional grants, participation at local, state and national conferences, partnership work with our local school districts, and NCATE initiatives.

For our fall 2001 Faculty Development Activity, we brought Dr. William Schmidt, Distinguished Professor from Michigan State University, to report on the Third International Mathematics and Science Study (TIMSS) and its impact on teaching and learning. Emphasis was placed on how this informs our views of teaching-learning, and implications for faculty who work with pre-service teachers and the teaching of math & science content.

Currently, we are involved in planning a two-day conference with other universities and colleges in Southwest Ohio for the purpose of sharing information and current collaborations. On Day One representatives from Ohio Department of Education and others will share information about Praxis II and Praxis III, Title II, and NCATE/ODE standards. The audience would be representatives from the participating colleges and universities' Arts and Science faculty. On Day Two, Arts and Science teams will share the collaborative work they are currently doing with their colleagues in the school of education and P-12 schools. Provosts from the participating Higher Ed institutions will also participate in a panel discussion during the second day. The conference is being supported by the Ohio Board of Regents.

The following scholarly or creative activities occurred during the 2000-2001 academic year: 22 faculty served on editorial boards of referred journals; 19 faculty served as officers in professional organizations; an EDP professor was Past President of the National Association of School Psychologists; an EDL professor was selected for Harvard University's Summer Leadership Program; and a professor was named Miami Alumni Teaching Scholar; a PHS professor was given the Richard T. Delp Outstanding Faculty Award; an EDL professor held an Undergraduate Summer Scholar Award; an EDP professor was awarded membership in the Alumni Teaching Scholar Program; and 46 faculty engaged in CELT mentoring, grants, conferences, discussions or service. Nine Music Education faculty belong to twenty-one professional associations.

Many of our faculty are Ohio-trained Praxis III assessors. Over 55 have been trained as ETS's Pathwise Observers. Additionally, we have national and state trained Specialized Professional Association reviewers in such areas as Reading, Social Studies, Math, Science, Special Education, and Middle Childhood as well as have served as Board of Examiners (BOE) for NCATE.

Element Five: Collaboration

We have worked in close collaboration with our school partners for many years. Our revised conceptual framework is focused around a common need to better align site and student teaching experiences around the new Ohio licensure performance assessment, Praxis III/Pathwise, which 800+ school faculty and administrators have been trained side by side with our own teacher preparation and other school personnel instructors. This common thread of preparing faculty to mentor pre-service and first year teachers within our new licensure programs developed into a common understanding of needs and challenges of both the schools and the university. Having a common teacher assessment language and expectations for our pre-service teachers and first year teachers became a plus for both the school and university partners. Cooperating teachers began to notice a difference in the knowledge base our students were beginning to bring to their classrooms, even during their initial site experiences as freshmen or sophomores. Providing the cooperating teachers and administrators the framework of structured observations

through the use of Praxis III/Pathwise was also noted as a plus. Some districts began aligning their former teacher evaluation system to something similar to the Praxis III format, with pre and post conferences and the common framework being used for their teacher assessments. It was conveyed that it just seemed to be a better way to address teaching performance than the format they had used previously.

EAP faculty reported \$1,593,789 in external funding via 14 grants or awards during the 2000-2001 year. Sources of the funding include: The Ohio Department of Education, the National Science Foundation, Ohio Board of Regents, State of Illinois, State of Wisconsin, National Aeronautics and Space Administration, Butler County Mental Health Board, and the W.K. Kellogg Foundation.

Element Six: Unit Evaluation of Professional Education Faculty Performance

Hiring contracts outlines duties/requirements for the position. Annual reports indicate teaching, scholarship, and service activity. Department chairs review annual reports, evaluate, and give feedback to faculty for professional growth. Feedback is gained both by the use of a rating scale which measures the effectiveness of one's teaching and advising, scholarship and service and individual conferences are scheduled by the chair of the department to meet and discuss the individual's evaluation. Faculty failing to submit an annual report will receive a zero salary adjustment for the coming year.

Departmental P&T committees review annual reports for non-tenured faculty and those applying for full professorship. Divisional P&T committees review annual reports, department chair evaluations, and departmental P&T reports—evaluate and give feedback to the Dean and Associate Dean for Faculty Professional Development. The Dean and Associate Dean send written feedback to faculty regarding their annual reports and host at least one information session per year with non-tenured faculty. Salaries and merit pay are determined by the evaluations of the department chairs and the dean. Successful applications for tenure or promotion proceed from the departmental to divisional and then to university level P&T committees for further evaluation and determination of eligibility for promotion and/or tenure.

Element Seven: Unit Facilitation of Professional Development

We provide and support many means of professional development for our faculty. New tenure-track faculty are provided a mentor to assist them through the induction period of being new to the School of Education and Allied Professions. There are also opportunities across the university when new faculty are paired with experienced faculty. Seminars are structured during the academic year to address specific needs of the participants. Besides mentoring, new faculty are typically given

a lighter load of responsibilities the initial year. For example in EDT first year tenure-track faculty are not given advisees. This is true within other departments as well. Committee work is another area where new faculty are given less responsibilities for serving. They might serve on one department level committee the first year. This permits the new faculty the opportunity to become acclimated to the unit and their new position gradually.

Faculty sabbaticals and research leaves represent common strategies employed by the university to encourage faculty development. Money is budgeted to support faculty travel to conferences with the average allotment being \$600.00 per FTE faculty. Miami is well noted for its innovative programs in support of excellence in instruction, such as the Alumni Teaching Scholars Program, Lilly Conference, the Journal on Excellence in College Teaching, and the Senior Faculty Program for Teaching Excellence. In addition, the Committee on Improvement of Instruction (CII) provides small grants to encourage innovation in the classroom.

Standard 6: Unit Governance and Resources

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

Element One: Unit Leadership and Authority

The primary responsibility for the preparation of educational personnel is exercised by a clearly defined administrative structure, that being the School of Education and Allied Professions. Although the College of Arts and Science (CAS) and the School of Fine Arts (SFA) are directly involved in the preparation of teachers and other school personnel, the final authority and responsibility for certifying educational personnel rests with the EAP Dean.

EAP has a divisional governance document that establishes a mechanism for governing its programs and personnel. Department autonomy and policies are outlined in department governance documents. The most recent revision of the governance document (1999) has streamlined its governance, based upon extensive input and collaboration of the faculty. The intent was to flatten the decision making process so as to include more faculty in governance.

The School of Education and Allied Professions had been a division in transition operating under an interim dean for the past several years. In July, 2001, Dean Barbara Schirmer began leading the division and proposed a new strategic plan at the August divisional meeting, which initiated the new academic year. A new organizational structure has been established for the School to better meet the changing needs of **preparing caring, competent and transformative educators**.

Element Two: Unit Budget

Our unit budget is composed of salaries and benefits and support budgets. Attached is the allocation of monies from fiscal years 1997-2001. In addition to the state-supported budget, there are additional funds for curriculum, instruction, faculty, clinical work, and scholarship. These monies are provided through three sources: stewardship (donations), grant recovery, and vending commissions in an approximate amount of \$100,000 per year. We also acquire approximately 20% from monies generated from non-credit workshop funds. \$13,000 has been generally set aside for faculty development funding.

Element Three: Personnel

The average course load for faculty in EAP is nine credit hours per semester and advising. Faculty supervising student teachers are assigned on a ratio of one FTE per 18 students. Faculty supervising dissertations are given a load adjustment to reflect their involvement in this most important activity. The teaching loads afford the faculty the opportunity to offer quality instruction, produce scholarship, and engage in professional service. During the last five years, our professional education faculty are provided load reductions for work in grant activities, scholarship, involvement in partnership work, program coordination, and curriculum development and revision.

Graduate assistants, teaching associates, and part-time faculty are utilized to enrich our work as a unit. They serve in such roles as instructors, grant facilitation, research projects, and working for the Institute for Educational Renewal. We have GA's and student workers assigned at both the divisional and department levels. Their work is purposeful and is designed to be meaningful collaborations with the fields they are studying within. They might be working specifically with one professor or a specific project. Graduate assistants are typically assigned to courses with over 30 students. The placement decision of assigning graduate students is made by the Graduate School and is based upon course delivery ratio.

Element Four: Unit Facilities

New laboratories and offices in Phillips Hall for the dietetics program were opened in 2001 and the phased renovation of Phillips Hall completed this past summer. McGuffey Hall will be the next building to be renovated. A kick-off meeting with the architects occurred in January of 2002 and the process will involve several stages over the next couple of years.

It has been a challenge to infuse technological changes within a 100+ year old building such as McGuffey Hall while awaiting the renovation process to occur. Having the Roger's Computer Laboratory and being in close proximity to the newly renovated King Library next door has assisted us in meeting this need. In addition several COWS (computer on wheels) have been purchased and are used on a consistent basis.

Our partner schools are varied and provide us additional facilities for supporting our candidates in meeting standards. Being located between Dayton and Cincinnati provides us a variety of teaching environments of rural, suburban and urban settings. Our candidates experience a variety of opportunities to practice using technology for instructional purposes from overhead projectors, video taped teaching episodes used for analysis of teaching effectiveness to focused web quests and the use of SmartBoards™.

Element Five: Unit Resources Including Technology

Miami is one of the country's 100 most wired colleges, according to Yahoo! Internet Life. The rankings are based on infrastructure, student resources, Web portal, e-learning, tech support and wireless access (2001).

Miami has spent \$22.3 million to provide high-speed computer access to offices, labs, classrooms and each residence hall room. One hundred percent of Miami's residence hall rooms and offices and labs are wired for computer access. We also provide wireless computer access in several locations, including the libraries, Shirver Center and various academic centers.

Undergraduate students have access to more than 1,000 computers in 18 computer labs and numerous classrooms. Students can do full motion, nonlinear digital video editing in a communication lab and can change audio, video, and text documents into digital formats such as DVD and MP3.

Our Capital Equipment Expenditures for recent years has been:

1997 - 1998	\$126,946
1998 - 1999	\$160,894
1999 - 2000	\$111,150
2000 - 2001	\$105,800

These amounts represent funds allocated to EAP for either House Bill (Ohio) funding or from University funds or a combination of both. These funds have been primarily used for upgrading or updating computer hardware & software for faculty and staff utilized in instruction as well as for laboratory courses.

EAP has also successfully piloted wireless Internet access by students using laptop computers in the classroom. Project Mentor, a three-year \$519,000 grant from the U.S. Department of Education, supported thirteen professional development faculty projects for integration of technology in instruction and initiated a video demonstration project in exemplary classroom management with technology.

We are just beginning to offer some courses via distance learning technologies. One way this has been accomplished has been through the efforts of individuals or in some cases by initiatives led by a department. Case in point, the Department of Educational Psychology sent a survey to teachers in Butler County inquiring about their preferences regarding taking courses and obtaining their masters' degree from the department. From the gained feedback the department offered two graduate courses in distance learning centers and have one more scheduled for this summer. The courses have been offered at four different sites, close to the graduate students' schools if not within their own building in order to make the experience as convenient as possible.