

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-handed 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%