

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