

2000 NCATE Annual
Report
(Part C of the AACTE Annual
Report)

Section A: Conceptual Framework(s)

Please indicate evaluations of and changes made to the unit's conceptual framework (if any) during this year:

Our unit is in the process of revisiting and realigning our former conceptual framework to meet the new NCATE standards. This is being accomplished in several ways. Two such initiatives involve program and unit level participation.

At the program level, program coordinators are meeting with their licensure committee members, as our Ohio Department of Education licensure programs are now within the third year of implementation and former certification programs are being phased out. They are addressing the submission of program reports to both the SPA's (Specialized Professional Associations) and to (ODE) Ohio Department of Education. This process has provided them the opportunity to not only discuss the implementation of the new licensure programs and address any noted gaps or overlaps of course requirements, but also has afforded them the opportunity to infuse the new NCATE standards with the programs while progressing through this initial stage.

At the unit level, we have established a NCATE committee to revise and realign the former conceptual framework (revised and submitted with our licensure programs) to address the current NCATE standards. The committee includes faculty representation from all departments, within the division of the School of Education and Allied Professions (SEAP), including each department chair or designee. The committee also involves members from other schools within the university (such as Music, Art, Speech Pathology and Audiology, Arts and Science faculty) and representative partnership faculty from our IER (Institute for Educational Renewal) local schools and agencies.

The revised conceptual framework and our institutional report are being electronically designed. It is believed that by providing access to this information throughout the process will assist both those within and outside the division become more involved with the process and increase the level of communication about our programs, departments and division.

Section B: Candidate Performance

Standard 1 – Candidate Knowledge, Skills, and Dispositions

Candidates include persons preparing to teach, teachers who are continuing their professional development, and persons preparing for other professional roles in schools such as principals, school psychologists, and school library media specialists. 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.

All students include students with exceptionalities and of different ethnic, racial, gender, language, religious, socioeconomic, and regional/geographic origins. Assessments include that the candidates meet professional, state, and institutional standards are reflected in the unit's conceptual framework and include candidate proficiencies.

Please describe the unit's plan for and progress in meeting this standard. (Refer to the NCATE 2000 Unit Transition Plan for information regarding the levels at which units should address Standards 1 and 2 during the first 4 years of NCATE 2000 implementation)

We are in the third year of implementing of our licensure programs and last year of offering our former certification programs. This has been a challenge on both the faculty and available resources. Various improvements of course delivery has been made in that several courses are now being team taught and planned between departments (i.e. EDT 252 & EDL 318.M). Candidate's knowledge, skills, and dispositions are progressing toward total alignment with professional, state, and institutional standards. One example of this is visible in the increasing implementation of Praxis III criteria. For example, in our Early School Block in our Middle Childhood Program, our sophomores are trained to observe and critique the implementation of the four domains during the four weeks in the field. As juniors in methods, they write and implement lessons around the criteria and are to demonstrate their attainment of knowledge and understanding through this presence within their portfolio being viewed for the second time. Finally, as student teachers, their teacher performance ability to demonstrate proficiency within the performance measurement and will be assessed by the cooperating teacher and student teacher supervisor.

Standard 2 – Assessment System and Unit Evaluation

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

Please describe the unit's plan for and progress in meeting this standard. (Refer to the NCATE 2000 Unit Transition Plan for information regarding the levels at which units should address Standards 1 and 2 during the first 4 years of NCATE 2000 implementation)

We are currently designing our assessment plan in alignment with Ohio Department of Education's Ten Performance Standards and Educational Testing Service's Praxis III criteria. Our new licensure programs assure that graduates will demonstrate success in the 10 Performance Based Standards for ODE in several ways:

(1) Current practice is to assure that competent and knowledgeable students are admitted to the program and that those who can continuously demonstrate growth in knowledge, skills and dispositions will be retained in the program. An example of this process is demonstrated for the early childhood education programs, as follows:

TO BE ADMITTED TO EARLY FIELD BLOCK	TO BE ADMITTED TO LITERACY or CONTENT BLOCKS	TO BE ADMITTED TO STUDENT TEACHING
<p>Requirements:</p> <ul style="list-style-type: none"> •Pre-major status •EDP 201 •Sophomore standing •100 hours of experience working with children. Experience must be documented on a dossier signed by an advisor and submitted to The Department of Teacher Education. <p>Note: development of your professional portfolio will begin during this block.</p>	<p>Requirements:</p> <ul style="list-style-type: none"> •Admission to the proper cohort •EDT 181 and 182 •MTH 115 and 116 •Successful completion of the Early Field Block •Speech & hearing test •Junior standing •Maintain portfolio during this semester 	<p>Requirements:</p> <ul style="list-style-type: none"> •Successful completion of Literacy and Content Blocks •Senior standing •Maintain portfolio during this semester
<p>GPA Requirements: 2.50 Cumulative</p>	<p>GPA Requirements: 2.50 in Early Childhood Education 2.50 Cumulative</p>	<p>GPA Requirements: 2.50 in Early Childhood Education 2.50 Cumulative</p>

(2) The 19 criteria of Praxis III is also to be an integral part of each program from the initial introductory courses through student teaching. A portfolio organized around the four domains will be maintained. This portfolio will provide evidence in multiple ways of success in the four domains. (3) A Speech and Hearing Screening by the Communications Department will be a requirement of the program. This will be one measure of Ohio Standard G, which mandates that entry year teachers can effectively communicate in the classroom. (4) Successful completion of Student Teaching will require an informal Praxis III assessment. (5) Both Supervisors and Cooperating Teachers should be Pathwise trained; thus, providing consistent and substantive feedback and mentoring throughout the semester on the Praxis III principles. (6) Successful completion of Praxis II will be a requirement as an exit criterion for program licensure. This paper and pencil test will assess content and pedagogy knowledge.

Beyond the initial teacher preparation program, our master level programs are aligning program goals with Charlotte’s Danielson’s Framework for Teaching and the National Board for Professional Teaching Standards.

Section C. 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.

Please indicate any significant evaluations, changes and/or improvements related to Standard 3 that occurred in your unit this year:

The unit has collaborated with a number of schools, districts, and agencies in partnership to provide quality field experiences and clinical practice for our candidates and P-12 students. In alignment with the state of Ohio's new licensure requirement of teacher candidates being proficient and passing the new Praxis III performance assessment, we have trained over seven hundred school and university faculty in Pathwise Level I training. All full time student teacher supervisors have been trained and are currently using a prototype of the assessment measurement with student teachers.

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.

Please indicate any significant evaluations, changes and/or improvements related to Standard 4 that occurred in your unit this year:

A comprehensive inventory was completed by EAP diversity initiatives to determine progress toward goals of the Miami University Diversity Plan. EAP developed 29 action statements for the four diversity goals – ten for recruitment, seven for retention, three for community, and nine for learning, reflection, and action. We completed or made substantial progress on 58% of all these, including 80% of the recruitment goals, 57% of retention, 33% of community, and 44% of goals for learning, reflecting, and acting. An exemplary achievement has been taken by the leadership of EAP to create the University Summer Diversity Institute for all Miami faculty and staff.

Student field hours in diverse settings have increased this past year (1999-2000) to a total of 20,993. This was achieved by requiring all student students be placed in at least one, and by placing 547 individuals in diverse settings through the year. For the first time at Miami two African-American faculty supervised student teachers. EDT 419, the student teacher course, was designed to include diversity issues. Existing international student teaching options in Europe, Mexico, and Indian lands in the Southwest, were augmented to now include opportunities in Ghana, Australia, and Mexico.

Another notable accomplishment was the expansion of graduate programs to diverse educational professionals by the School Leaders Program in Hamilton, and by creating a masters-degree option in teacher education at the Mason City Schools. New student

recruitment has also been initiated in schools having significant populations of under-related groups. Diversity programs with external support included the Cinergy Teacher-forgiveness Loan Program, Project MIND, the ODE camp to Attract Prospective Educators (CAPE), the CIT Project to attract minority student teachers, MSE and MLP. During 2000-2001 the impact of enrollment management on diversity will be evaluated, and steps for infusing diversity principles more broadly into curricula will be designed.

In our Educational Leadership Doctoral Program, modifications occurred in the required residency course. The change evolved to better meet diverse student needs within the program. Formerly, the course was a one-credit hour course and has now been expanded to a three-hour offering, which now includes a closer connection of the students to the EDL faculty. The revised course now provides greater opportunities to know and collaborate with the faculty, learn about their research agendas, and could be a resource for follow-up research or even serving on one's dissertation committee.

Standard 5 – Faculty Qualifications, Performance, and Development

Faculty is 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.

Please indicate any significant evaluations, changes and/or improvements related to Standard 4 that occurred in your unit this year:

During the 1999-2000 year, 104 continuing EAP reported scholarly publications. This figure includes the following: 20 books in print, 103 refereed journal articles, 8 monographs or professional reports, 26 book chapters, 3 textbooks, 3 new printings of textbooks, 2 online publications and 142 papers read at professional meetings. In addition, 24 faculty served on editorial boards of refereed journals and 10 served as officers in professional organizations. External funding by faculty of \$1,761,787 was reported from external funding of 26 grants or awards. As a founding member of the National Network for Educational Renewal, three faculty members completed inquiry projects on the general education of teachers and on inclusive classrooms in partner schools through a leadership program of the Institute for Educational Inquiry in Seattle.

Weaknesses related to Standard 5 cited as a result of the last NCATE review:

(Initial Teacher Preparation only) Some secondary supervisors are not licensed nor have experience in the subject areas they are supervising.

Please indicate how the unit has addressed these weaknesses.

The unit has actively embraced the state of Ohio's new Praxis III performance assessment requirement for entry year teachers and has trained our student teaching supervisors in the state-approved Pathwise Level I training and/or the six day Praxis III assessor training. Currently, all our fulltime supervisors have been trained in either or both of the aforementioned

programs as well as fifty-two percent of our part time supervisors. It should be noted that ninety percent of our student teaching supervision is done by our full time student teacher supervisors.

Standard 6 – Unit Governance and Resources

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

Please indicate any significant evaluations, changes and/or improvements related to Standard 4 that occurred in your unit this year:

EAP has a four-phase plan for integrating technology into instruction. Phase one; upgrading computing for instruction, was completed in 1999 by a major equipment investment. Phase two was the improvement of laboratories for developing classroom applications. This was addressed by upgrading facilities. Phase three, providing technology in selected classrooms, doubled faculty and student access. Phase four, creating capacity to support fieldwork and develop integrative pedagogy, is being addressed and supported by an initiative for wireless technology in classrooms, a technical-support web site, laboratory upgrades, and by a three-year \$519,000 grant for professional development from the U.S. Department of Education, Project Mentor.

To culminate two years of work on enrollment and resource management EAP expects to have a unified planning model in place by spring 2001 that will allow chairs and program coordinators to match future curricular offerings with staffing requirements and student demand in an integrated management system. The system will make resource management possible and improve student quality in the major by usual measures, yet institution-wide impacts of denials into programs are not yet known and other effects of integrated management may need further scrutiny.

An additional improvement has been the commitment to addressing national, state and institutional standards by the creation of an NCATE coordinator position as of January of 2001. This new position will enable the division to be able to focus quality time toward our continuous improvement of program, department, and divisional initiatives along these lines.

Section D – Other weaknesses cited during the prior visit.

Other evaluations, changes and improvements during this year:

Our unit has incurred many challenges since our last NCATE visit. We have undergone some major administrative changes as well as program changes over the past few years.

We have been operating with an interim dean and are currently completing a second search for a divisional leader. Additional, a search is in process for the chair of our teacher education department. Finally, our former NCATE coordinator recently lost his long battle with cancer, which has impacted a degree of noticeable progress with the incorporation of new NCATE

standards. As of January of this year, the division has appointed a new NCATE coordinator. Even though our leadership has been an unexpected level of uncertainty we are hopeful that both searches will be productive and a gain of stability will once again be present for our division within the near future.

Besides the flux of administrative leadership, we are also in the midst of implementing the third year of Ohio's new licensure programs while phasing out our former certification programs. This has influenced the delivery of both programs in the areas of faculty loads and resources. One positive change has been in the development of more team teaching and cross-department course offerings for the cohort groups within our new licensure programs. Spirits remain high and program improvements have evolved within the process.

Enter the name of the person filling out the report:

Dr. Donna Hanby, NCATE Coordinator

Submitted Electronically 8:50 AM 2/07/01