NCATE

National Council for Accreditation of Teacher Education

BOARD OF EXAMINERS

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Continuous Improvement Visit to:

LIMESTONE COLLEGE

Teacher Education Program
1115 College Drive
Gaffney, SC 29340-3799
October 4-6, 2015

Type of Visit:
Continuing visit - Initial Teacher Preparation

BOE Report for Continuous Improvement Pathway (Updated May 2013)

Summary for Professional Education Unit

Institution Name:

Limestone College

Team Recommendations on Meeting Standards:

Standards	Initial	Advanced
Standard 1: Candidate Knowledge, Skills, and Professional Dispositions	Standard Met	Not Applicable
Standard 2: Assessment System and Unit Evaluation	Standard Met	Not Applicable
Standard 3: Field Experiences and Clinical Practice	Standard Met	Not Applicable
Standard 4: Diversity	Standard Met	Not Applicable
Standard 5: Faculty Qualifications, Performance, and Development	Standard Met	Not Applicable
Standard 6: Unit Governance and Resources	Standard Met	Not Applicable

Not Applicable = Unit not reviewed for this standard and/or level

Team Recommendations on Movement Toward Target:

Standards	Initial	Advanced
Standard 1: Candidate Knowledge, Skills, and Professional Dispositions	Not Applicable	Not Applicable
Standard 2: Assessment System and Unit Evaluation	Not Applicable	Not Applicable
Standard 3: Field Experiences and Clinical Practice	At Target (attained)	Not Applicable
Standard 4: Diversity	Not Applicable	Not Applicable
Standard 5: Faculty Qualifications, Performance, and Development	Not Applicable	Not Applicable
Standard 6: Unit Governance and Resources	Not Applicable	Not Applicable

Not Applicable = Unit did not select this as a target standard

I. Introduction

I.1 Brief Overview of the institution and the unit.

Limestone College was founded in 1845, committed to providing education to those for whom access had traditionally been limited. The ultimate goal of increasing literacy in Cherokee County and throughout South Carolina. Until 1967, it principally served women students, becoming fully coeducational in 1967. Today, Limestone is a Christian, non-denominational college with a strong focus on the liberal arts. The institution offers programs leading to Bachelor of Arts, Bachelor of Science, Bachelor of Social work, Associate of Arts and Associate of Science. To meet the demands of consumers, the college has moved from the traditional day course offerings to classes being offered during the day, in evenings, via distance learning and in off-campus locations. Due to increases in enrollment over the past few years, on-campus enrollment has increased from 800 to 1,241 in the fall of 2015. Auxiliary course offerings as described above boost total enrollment to approximately 3,300.

The unit, led by the Teacher Education Committee (TEC), offers initial certification in six programs: Elementary Education, English Education, Mathematics Education, Physical Education, Early Childhood Education, and Music Education. They offer no advanced degrees, licensure, or programs for

other school professionals. All teacher preparation courses are offered on the Limestone campus in day and evening times. Some courses are offered in classrooms at local Professional Development Schools (PDS). Although the total college enrollment has increased recently, enrollment in teacher preparation has dropped. Changes in state testing procedures are considered as part of the reason for the decline, although there is some evidence that the numbers are beginning to increase. The institution has also developed initiatives that are increasing enrollment, including the Call Me MISTER and McMillan Scholars programs, described later in this report.

I.2 Summary of state partnership that guided this visit (i.e., joint visit, concurrent visit, or an NCATE-only visit). Were there any deviations from the state protocol?

In accordance with South Carolina state protocol, this was a joint visit. The team consisted of two members from the state and three from NCATE. Additionally, two members of the South Carolina State Board of education served as consultants and sat in on interviews and team meetings; one consultant was available to help read drafts of the report. There were no deviations from state protocol.

I.3 Indicate the programs offered at a branch campus, at an off-campus site, or via distance learning? Describe how the team collected information about those programs (e.g., visited selected sites, talked to faculty and candidates via two-way video, etc.).

As stated, although the institution offers distance learning and courses at other sites, all teacher preparation courses are offered on the Gaffney site at Limestone. Information was collected through campus interviews.

I.4 Describe any unusual circumstances (e.g., weather conditions, readiness of the unit for the visit, other extenuating circumstances) that affected the visit.

After the off site visit was conducted and the report submitted, the lead reviewer left the team. A new chair was appointed. This did not affect the outcome of the visit.

The day the team arrived, hurricane Joaquin was progressing up the Atlantic Coast, approximately 200 miles to the east. It did not prevent team members from arriving on time. The following day, the Columbia and Charleston areas experienced extremely heavy rainfall; some are referring to it as the storm of the century. Some stakeholders had to cancel their participation in interviews and the two members of the South Carolina Board of Education (SCBE) were unable to attend until noon on Monday. These events did not affect the outcome of the visit as there were sufficient interviewees available on Sunday, and members of the state team were knowledgeable about state procedures, allowing them to answer questions posed by the NCATE team.

II. Conceptual Framework

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P–12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.

II.1 Provide a brief overview of the unit's conceptual framework and how it is integrated across the unit.

The unit's conceptual framework, incorporating the theme "Developing Enlightened Educators," flows from the institution's historic motto, "Toward the Light." From its origin the institution has sought to

combat low literacy rates in surrounding Cherokee County, and in the greater South Carolina area. To that end, the School of Pedagogy was founded in 1912, and by 1922 was producing the second-largest number of teachers of any institution in the state. The current conceptual framework reflects the evolution of teacher preparation at the institution from its origin in 1845 to the present. To this end, the knowledge base references philosophers and theorists from Plato through Dewey, Piaget and Vygotsky, to contemporary scholars such as Gardner, Darling-Hammond, and Noddings.

Drawing on the work of these predecessors, the unit has developed a conceptual framework that requires program completers to be SAINTS: Sensitive to diversity, Skilled in classroom management, Supportive of colleagues, and lifelong Seekers of knowledge; Attentive to student needs, Assessment driven, Academically curious; Inspiring to their students, Intellectually challenging, Inspired by student achievement, Independent thinkers; Nurturing to all; and Trustworthy, Technologically savvy, Team oriented, True to convictions. Additionally, the unit has developed and monitors professional dispositions.

The Teacher Education Committee (TEC), the policy making body for the Teacher Education Program assumed leadership for development of the conceptual framework in 2003. Members of the TEC, which worked on the framework through the 2003-2004 academic year, included college faculty members, classroom teachers, other representatives from the Cherokee County Schools, the college librarian, and teacher education candidates. The framework was adopted on January 26, 2005 and has been continuously reviewed and revised, with input from stakeholders and professional consultants, since that time.

Since the 2008 NCATE review, the unit has made progress in aligning course work and assessments with local, state, and national professional standards. A chart provided during the on site visit demonstrates appropriate connections. Assessment data are housed in LiveText.

III. Unit Standards

The following pages contain a summary of the findings for each of the six NCATE unit standards.

Standard 1

Standard 1. Candidate Knowledge, Skills, and Professional Dispositions

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

1.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

The self-study and exhibits provide information which confirms that the unit's initial teacher preparation programs have prepared and submitted national recognition reports to demonstrate candidates' knowledge, skills, and professional dispositions. As noted in AIMS, five programs (Elementary Education, Secondary English, Secondary Mathematics, Early Childhood Education, and Physical Education) hold national recognition from their respective specialized professional associations (SPAs) through August 1, 2023. Further, the Music Education program is accredited by the National Association of Schools of Music.

The unit uses a variety of assessments to determine candidates' knowledge, skills, and professional dispositions. Data reviewed demonstrated that all candidates are required to pass applicable Praxis II content and pedagogy exams prior to student teaching. The state's system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) program evaluation and assurances document, an instrument of the South Carolina State Department of Education (SCSDE), verifies programs' compliance with this requirement; these evaluations are completed by the cooperating teacher and the university supervisor. Dispositions data were included for the BOE's review, the most recent for the 2014-2015 academic year. Additionally, candidates' assessment of P-12 learning is demonstrated through a variety of case studies, including lessons in reading, science, English/Language Arts, and physical education.

Data presented in exhibits, on site interviews with faculty, recent graduates, candidates, and local administrators, as well as presentations reviewed during the poster session, confirmed that student teachers and graduates are well-prepared. They demonstrate appropriate content knowledge and a variety of instructional strategies and strong pedagogical skills.

Numerous projects demonstrate candidates' abilities to apply reflective practices throughout their programs. These projects include portfolios, lesson plans, tutoring projects, field experiences, and the culminating student teaching experience. Early activities are submitted in hard copy and graded manually; later submissions are submitted, graded, and maintained in LiveText.

Recent alumni were highly complimentary of the technology available to them and of the multi-media class within their program. Current candidates were also enthusiastic about the technology available to them, including Promethean boards, iPads, and Skype instruction. The use of technology was especially highlighted during the poster session, as current candidates spoke about and demonstrated their work with various student populations including early childhood, special needs, and students from other diverse backgrounds. A recent budget line has provided funding for new iPads which were to be distributed to student teachers for instructional use in their classrooms, the week following the on site visit.

The unit has recently revised the dispositions that are assessed, causing a little confusion among the site visitors as to the total number. There is, however, a systematic plan for determining that candidates meet the required dispositions. Candidates are introduced to the unit's dispositions during ED 200, Principles of Education. Dispositions are discussed and reinforced during methods courses, are outlined in handbooks, and are included within diversity training. In the Secondary English program, an additional essay and interview are required, as well as a professional growth and development plan. The team confirmed that candidates' dispositions are formally assessed three times. The first assessment is completed by each candidate's' adviser when student teaching applications are submitted. The second assessment is completed by cooperating teachers during student teaching. The final assessment is completed by the school principal at the end of the candidate's first year of teaching. Adjunct faculty commented on their desire to instill in candidates a passion to teach, enthusiasm, and a joy of learning. Further, candidates are encouraged to demonstrate professional ethics, to communicate and collaborate with colleagues across campus, and to develop positive relationships with colleagues.

Current candidates expressed satisfaction with their experiences working with students in diverse backgrounds and felt that they are receiving good preparation for their teaching careers. They were particularly enthusiastic about their opportunities to create lesson plans, "mock" teach the lesson to their peers, and reflect upon the outcome. A highlight of these lessons is their ability to demonstrate their emerging classroom management skills.

According to local administrators, faculty, and cooperating teachers, candidates and graduates have strong instructional strategies and are able to identify and plan for appropriate Student Learning Outcomes (SLOs), as demonstrated by candidates' action research projects.

Relevant SPA standards are aligned with content assessments (i.e., lesson plans, tutoring projects, unit plans, and video lessons), and are embedded in methods courses for all programs, culminating with the student teaching clinical experience. Alignment was shown in SPA reports and in a few of the syllabi that were included in the exhibits. When interviewed, faculty could express knowledge of standards as they related to their course work.

1.2 Moving Toward Target or Continuous Improvement

Please respond to 1.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 1.2.b.

1.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

Not applicable to this standard.

1.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

The self-study and its exhibits reflect a culture of continuous improvement. Review of SPA reports, redesigned dispositions and employer surveys, and candidate/alumni feedback indicate that the unit actively seeks comments at multiple stages of the programs. The 2012-2013, 2013-2014, 2014-2015, and 2015-2016 reviews by the SCDE demonstrate compliance with that Department's regulations and expectations.

1.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

Not applicable to this standard.

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard. **AND** There are no plans and timelines for attaining target level performance	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard. **OR** There are plans and timelines for attaining and/or sustaining target level performance as	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard. **AND** There are plans and timelines for attaining and/or sustaining target level performance as	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard. **AND** There are plans and timelines for sustaining target level performance as described in the unit

as described in the unit standard.	described in the unit standard. [BOE specifies which is present and which is not in their findings.]	described in the unit standard.	standard.

1.3 Areas for Improvement and Rationales

1.3.a What AFIs have been removed?

AFI	AFI Rationale
1. The unit's assessments are not fully aligned with national program standards.	All programs have aligned course work, assessments and rubrics with national program standards and are nationally recognized or accredited.

1.3.b What AFIs are continued from last visit?

AFI	AFI Rationale
Not Applicable	Not Applicable

1.3.c What new AFIs are recommended?

AFI	AFI Rationale
Not Applicable	Not Applicable

1.4 Recommendations

For Standard 1

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Not Applicable

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

Standard 2

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 performance of candidates, the unit, and its programs.

2.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

The unit assessment plan is in place for the collection and analysis of data at multiple points throughout the six initial certification programs, Early Childhood Education, Elementary Education, Physical

Education, Music Education, English Education, and Math Education. Interviews with faculty members and local district members on the Teacher Education Committee (TEC) consistently reflect knowledge of the admissions process for Phase I, Admission to the Education Program, involving the minimum 2.75 GPA requirement, the application to the Teacher Education Program, minimum course/semester hour requirements, Passing Praxis scores, a dispositions survey filled out by an advisor, and a background check. Phase II was supported in these interviews as well, which involves entry to clinical practice, requires completion of methods courses and the majority of general education requirements, a minimum 2.75 GPA, application for clinical practice, a second dispositions survey filled out by the cooperating teacher, a background check, passing Praxis II scores, passing PLT, and the application for clinical practice. Finally, TEC interviews also confirm Phase III, exit from clinical practice, evidence of the completion of 60 full days in the clinical practice placement, weekly clinical feedback forms, and a dispositions form filled out by the principal of the school in which the student teacher was completed. Supporting exhibits included copies of candidate performance on ADEPT Performance Standard One: Long Range Plan (LRP). A completed scoring rubric provided exit criteria evidence. The LRP work included learning and developmental goals, instructional unit and assessment plans, and classroom management plans. The ADEPT Performance Standard One: Long Range Plan student example scoring rubric provided via LiveText provided clear scoring criteria for the teacher candidate on a three point scale. Exhibits also included a completed student file reflecting the admissions process at three phases, including completed dispositions forms.

Assessment is monitored by the TEC, comprised of college and administrative faculty and representatives from local school districts. According to TEC interviews, the Director of Teacher Education (DTE) presents reports to evaluate and monitor candidate progress. In interviews, the committee reported meeting monthly to make adjustments and revisions to education core curriculum, to promote collaboration between local school districts for field placements, and for professional development. The unit reflected their discussions, progress, and decisions related to the department through minutes in the exhibits.

The clinical (P-12) faculty and college supervisors provided oral feedback during interviews about the mentoring and formative assessment process once candidates began the field experience. They confirmed that clinical faculty and college supervisors use ET1 observation forms and informal observation notes to provide formal observation feedback, and give both mid term and final summative assessments. Formal assessment tools are housed using the LiveText system for data management.

Faculty members, advisors, and clinical faculty may initiate a Professional Growth and Development Plan in any situation where a candidate is not meeting program expectations. Education faculty members and cooperating teachers report that candidates not meeting program expectations have been very limited to not meeting GPA requirements, not dressing professionally in the field, or not meeting disposition requirements. Both groups confirmed the process in place for developing a professional growth plan with the candidate. The person initiating the plan outlines the growth goals and deadlines. The DTE, the candidate, and anyone else pertinent to the process review and sign the plan. A follow up conference is held to review progress and outcomes of the plan with the candidate. When growth goals are not met by the designated deadlines, advisors counsel candidates into another major. No candidates have been counseled out of the program recently using this process. The faculty members felt strongly that they were able to recognize candidate needs before they reached this late stage.

The following data system was confirmed through interviews in regards to the organization of program quality data. Program data are collected as follows: department, division, and the TEC. Any curricular changes for content related courses must be approved by a full TEC vote. Multiple input from within and outside the unit are considered through this process. Cooperating teacher interviews, Program Coordinator interviews, and the interview with the TEC verified multiple sources of data are used to monitor and improve unit operations. Exhibits reflected course evaluations provide feedback on course

content. Surveys of completers, graduates, supervisors, and from the TEC are used for several guiding purposes: advising, course content, pedagogy, test preparation, field experience, course offerings, and overall areas of strengths in the unit.

2.2 Moving Toward Target or Continuous Improvement

Please respond to 2.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 2.2.b.

2.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

Not applicable to this standard.

2.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

The unit engages in continuous improvement in various ways. Disposition assessments surveys were recently updated based on faculty and TEC input. SPA reports were completed which led to course evaluation and alignment and the updating of rubrics and assessments. Finally, courses were added to the Math and English program based on the need to improve candidate performance on the Praxis II.

2.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

Not applicable to this standard.

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard. *AND* There are no plans and timelines for attaining target level performance as described in the unit standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard. *OR* There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard. [BOE specifies which is	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard. *AND* There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard. *AND* There are plans and timelines for sustaining target level performance as described in the unit standard.

	present and which is not in their findings.]		

2.3 Areas for Improvement and Rationales

2.3.a What AFIs have been removed?

AFI	AFI Rationale
Not applicable	Not applicable

2.3.b What AFIs are continued from last visit?

AFI	AFI Rationale
Not applicable	Not applicable

2.3.c What new AFIs are recommended?

AFI	AFI Rationale
Not applicable	Not applicable

2.4 Recommendations

For Standard 2

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Not Applicable

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

Standard 3

Standard 3: Field Experiences And Clinical Practice

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

3.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

Evidence provided in the exhibits and interviews with unit and P-12 faculty indicates that the unit, representatives of its P-12 school partners, and other members of the professional community work extensively and consistently with their partner schools to provide a variety of field experiences. Field experiences are designed, delivered, and evaluated collaboratively to help candidates develop their knowledge, skills, and professional dispositions. The IR and onsite interviews indicated that three representatives from the local school district serve on the Teacher Education Committee (TEC) as a voting member. Members of the TEC are responsible for making changes to the conceptual framework

and curricula changes, including field experiences and course content. In return, members of the unit participate on school improvement councils, parent-teacher associations, district improvement committee, and local teachers' forum.

The unit has developed a Professional Development School (PDS) relationship with area schools. The PDS provides classrooms for on site instruction. Candidates attend classes and then have opportunities to apply their knowledge in their field placements. Also, as part of the PDS arrangement, unit faculty provide professional development opportunities to the school staff. Numerous examples were provided: one that was mentioned often was a technology workshop at the local high school, attended by both faculty and candidates.

Evidence was provided in the IR and during interviews with recent candidates on how the unit and its school partners jointly determine the specific placement of field experiences and clinical practice to provide appropriate learning experiences for initial candidates. Onsite interviews with recent candidates revealed that the unit records the placements of field experience for each of the candidates on a spreadsheet. Prior to the clinical practice, candidates complete a request for placement form indicating their preference in location and school. The request for placement and history of field experience in diverse settings is reviewed by the director of teacher of education. A request is sent to the school district for placement of a candidate in a clinical practice. The school district contacts the administrator for possible placement of a candidate within their building. The school district and the unit collaborate to place candidates with cooperating teachers. Selection of the cooperating teacher is based on eligibility, expertise, and availability. Aggregate data on candidate placement in field experiences and clinical practice was provided in the exhibits.

The unit provided evidence in the exhibits and during interviews with faculty on the Assessment Gates/Benchmarks criteria candidates must meet before entering and exiting the clinical practice. The evidence included phases, descriptions, requirements, candidate assessments, Assessment instruments, and Assessment Reporting Schedule.

Evidence provided in the IR and during interviews with recent graduates and unit faculty shows how all field experiences and clinical practice have mechanisms in place for candidates to apply and reflect on their practice. According to the evidence provided, field experiences facilitate candidates' development as professional educators by providing opportunities for candidates to observe in schools, tutor students, participate in education-related community events, interact with families of students, attend school board meetings, and assist teachers or other school professionals prior to clinical practice.

Field experiences are progressive in nature for teacher candidates according to the evidence provided in the IR and onsite visit with candidates and faculty. Interviews with candidates and P-12 faculty indicated that candidates have many opportunities to become part of the school community in which they are placed, and have opportunities to interact with school administrators, parents, and the larger community as a whole.

The IR and the addendum provided information to show that both field experiences and clinical practice reflect the unit's conceptual framework and help candidates continue to develop content, professional, and pedagogical knowledge, skills, and professional dispositions. Programs implement the conceptual framework in ways that is appropriate for their areas of study. The addendum included a spread sheet that outlines the clinical experiences in each program along with activities and assessments as they align with the conceptual framework.

The IR provided evidence on how field experiences and clinical practice allow candidates to participate as teachers, as well as learners in the school setting. Current candidates and recent graduates verified that they are allowed frequent opportunities to observe, assist, teach, plan, and reflect upon their practice and

their students' learning. These opportunities become more frequent and complex as they progress through the program. During interviews with candidates and school faculty provided evidence on how candidates use information technology during their clinical practice. Candidates are expected to integrate technology into their teaching whenever it is appropriate. They use LiveText to submit assignments. They use technology to display student performance data in the assessment project, action research, and teacher work sample assignments.

Evidence was provided to indicate that clinical practices are sufficiently extensive and intensive for candidates to develop and demonstrate proficiencies in the professional roles for which they are preparing. The evidence in the addendum indicated that field experiences progress from observation and teaching episodes (100 hours) prior to clinical practice to full time teaching during clinical practice (60 full days). Candidates must complete a twelve-week or 60-day with ten consecutive days as the lead teacher. The Candidate must spend 60 full days in the classroom assuming the schedule of the classroom teacher. The Clinical Practice Handbook and interviews with candidates and unit faculty did provide evidence of the expectations for clinical practice candidates.

Evidence was provided in the exhibits on the criteria for school faculty and clinical faculty School faculty must be certified in the area of assignment, have a minimum of three years teaching in the subject area for which supervision is assigned, be recommended by the superintendent or his/her designee, be willing to attend an orientation session provided by the unit, be trained using the ADEPT evaluation system, and participate in the evaluation of the candidate. In addition, school faculty are expected to present either a valid evaluator certificate or have completed an evaluator seminar during previous service as a cooperating teacher or agree to attend both sessions of the evaluator seminar, which is required by the State and provided by the unit. Requirements for clinical faculty include having an earned doctorate or exceptional expertise that qualifies them for their assignments, contemporary professional experiences in school settings that the levels that they supervise, preparation both in the supervision of education; and in the teaching major, and appropriate training in supervising field experiences.

Evidence was provided in the IR addendum and interviews with unit faculty on how clinical faculty, which includes both higher education and P-12 school faculty, use multiple measures and multiple assessments to evaluate candidate skills, knowledge, and professional dispositions in relation to professional, state, and institutional standards. A list of assessments used by higher education and P-12 school faculty during the clinical practice included a weekly clinical feedback form, Portfolio Rubric Assessment Project Rubric, and survey of student teachers. Information was provided on how the appropriate standards and principles are used in field experience and clinical practice assessments. Information was provided in the exhibits on the connection of the conceptual framework to the assessments. Exhibit 3.2 shows the alignment of each assessment with the conceptual framework.

The unit's Guide to Student Teaching provides evidence on how clinical faculty and school faculty are expected to provide regular and continuing support for student teachers. Included in the guide are specific details on how clinical faculty will support the candidates. P-12 faculty and administrators were aware of the expectation to provide regular and continual support for student teachers.

According to information provided on the Master Unit Assessment Plan and the IR addendum prior to admission, candidates must complete 45 credit hours with a 2.5-2.75 GPA depending on their specific freshman year. Candidates must have the appropriate score on the ACT, SAT, Praxis I or Praxis Core. Methods courses and field experiences prior to clinical practice provide candidates with opportunities to develop lesson plans and instruct in schools. During clinical practice, candidates must demonstrate mastery of content in lesson plans and teaching demonstrations. They must pass the Praxis II content exam and PLT required for licensure in their area prior to clinical practice. The veracity of these procedures was verified in interviews with faculty and candidates.

The unit's Clinical Practice Handbook provided evidence and interviews confirmed that the assessments used in clinical practice help candidates meet professional, state, and institutional standards. Evidence was provided in the addendum on the assessments identified in the unit's conceptual framework and affect student learning. The assessments outlined in Exhibit 3.2 are specific to the SPA assessments, conceptual framework, and state required assessments. All clinical practice assessments are designed to assess candidate impact on student learning in terms of preparation, instruction, assessment and reflection. College supervisors and cooperating teachers use the assessments as tools to communicate areas of strength and areas needing growth throughout clinical practice.

Candidates and faculty also discussed the multiple assessment strategies used to evaluate candidates' performance and impact on student learning. During clinical practice, candidates compose a long-range plan and conduct either an assessment project/action research or teacher work sample depending on their major. The long-range plan requires candidates to collect base-line data on their students (test scores from the previous year and/or benchmark data). Exhibits of candidate's assessment project/action research or teacher work samples require candidates to collect pre-instruction data, during instruction data and post instruction data to determine candidate impact on student learning. Daily lesson plans are monitored and periodic observations are conducted to determine candidate effectiveness.

Candidates and clinical faculty are expected to conduct assessments of candidate performance jointly throughout clinical practice. The Clinical Practice Handbook provides information on the assessments conducted by the candidates, school, and unit faculty. Examples include daily feedback and weekly, written, progress reports on the performance standards. The college supervisor visits at least eight times to collect and record information about the student teacher's performance in the standards. College supervisors complete a written evaluation of the student teacher's work in each of ten performance standards and SPA Assessments. Mid-term and final conference sheets are completed by the college supervisor and the cooperating teacher. The conference summary sheet is completed by the college supervisor. Final grades for clinical practice are pass or fail and are determined by a consensus between the college supervisor and the cooperating teacher.

A work sample and interviews with candidates provided evidence on how candidates and clinical faculty systematically examine results related to P-12 learning and the process of continuous assessment, reflection, and action directed at supporting P-12 student learning. During the poster session, candidates shared their assessment project assignment which require them to systematically examine resulted related to P-12 learning and the process of continuous assessment, reflection, and action directed at supporting P-12 student learning. The long rang plan assignment provided evidence on how candidates collect data on P-12 learning.

Evidence in the exhibits and interviews with candidates and faculty provided information on how field experiences and clinical practice offer opportunities for candidates to develop and demonstrate knowledge, skills, and professional dispositions for helping all students learn. Candidates talked about the various opportunities they have had working with diverse student in a variety of school settings.

Evidence was provided in exhibits and confirmed during interviews with candidates and faculty on how all candidates participate in field experiences or clinical practice that include students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups. Exhibits and onsite interview with candidates and unit faculty confirmed that the schools in which candidates are placed have very diverse students. Candidates confirmed that they had experience working with students with diverse ethnicity, socioeconomic status, primary languages, and abilities. An exhibit was provide that showed the diversity in the sites for the 2014-2015 school year. Specific field experiences assignments are given in Exceptional Child (Early Childhood, Elementary, Music, Math, and English) and Physical Education for the Exceptional Child. PE 323 requires a 15 hour field

experience in adaptive physical education.

3.2 Moving Toward Target or Continuous Improvement

Please respond to 3.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 3.2.b.

3.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

IR and addendum exhibits along with interviews with unit faculty and P-12 school district administrators provided evidence that indicate both unit and school-based faculty are involved in designing, implementing, and evaluating the unit's school program. Both the unit and school based faculty participate in their professional development activities and instructional programs for candidates and for children. Examples were provided on how the unit and its school partners share expertise and integrate resources to support candidate learning. Onsite interviews provided evidence on how specific placements of candidates for student teachers is determined.

Evidence in the IR and interviews with unit faculty and candidates provided information on how field experiences allow candidates to apply and reflect on their content, professional, and pedagogical knowledge, skills, and professional dispositions in a variety of settings with students and adults. Information in the IR and onsite interviews with school faculty indicated that during clinical practice, candidate learning is integrated into the school program and into teaching practice. P-12 school faculty and administrators indicated in onsite interviews that candidates are expected to observe and be observed by others. They are expected to interact with teachers, families of students, administrators, college or university supervisors, and other interns about their practice regularly and continually. According to the candidates that were interviewed, they are specifically placed in schools where they are members of an instructional team and are active participants in professional decisions. The candidates and school faculty indicated that candidates are expected to be involved in a variety of school-based activities directed at the improvement of teaching and learning.

Exhibits and interviews with candidates and school faculty indicated that field experiences and clinical practice facilitate candidates' exploration of their knowledge, skills, and professional dispositions related to all students. Examples were provided on how candidates are expected to develop and demonstrate proficiencies that support learning by all students as shown in their work with students with exceptionalities and those from diverse ethnic/racial, linguistic, gender, and socioeconomic groups in classrooms and schools.

3.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

Not applicable to this standard.

3.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

See section 3.2.a of this report.

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard. *AND* There are no plans and timelines for attaining target level performance as described in the unit standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard. *OR* There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard. [BOE specifies which is present and which is not in their findings.]	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard. *AND* There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard. *AND* There are plans and timelines for sustaining target level performance as described in the unit standard.

3.3 Areas for Improvement and Rationales

3.3.a What AFIs have been removed?

AFI	AFI Rationale
Not applicable	Not applicable

3.3.b What AFIs are continued from last visit?

AFI	AFI Rationale
Not applicable	Not applicable

3.3.c What new AFIs are recommended?

AFI	AFI Rationale
Not applicable	Not applicable

3.4 Recommendations

For Standard 3

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Not Applicable

Target Level

Level	Recommendation
Initial Teacher Preparation	At Target (attained)

Advanced Preparation	Not Applicable

Standard 4

Standard 4: Diversity

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

4.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

In keeping with the institution's history of providing services to people with limited access to educational opportunities, the unit has incorporated diversity dispositions into its mission statement and conceptual framework. Commitment to diversity is a strand that runs through the institutional standards and the program. Specifically, candidates are required to develop proficiency in becoming enlightened educators who value all learners, respect their individuality, and appreciate the potential for positive outcomes which is inherent in diversity. They are to cultivate an ability and a desire to engage all students in learning.

Candidates have some opportunity to interact with professional education faculty who are diverse in both gender and ethnic/racial groups. Approximately 19 percent of the general education faculty are from minority populations. Exhibits in the institutional report indicate that Education faculty, including joint appointments such as Math Education, Physical Education, and English Education, and clinical faculty consists of seven males and 15 females. All of the male faculty are White while the female faculty is comprised of one Asian, two Hispanic, and 12 White faculty members. Additional diversity opportunities are added through interacting with adjunct faculty. Of the five female adjunct faculty members, one identifies as American Indian/Alaskan Native and four as Pacific Islanders.

Since the last NCATE visit in 2008, the unit has made several good faith efforts to provide experiences with diversity to candidates. They have experienced very little faculty turn over, allowing limited opportunity to recruit for diverse faculty members. The only openings and new hires have been a combined music/music education and an early childhood position. In both instances the position has been posted on the campus web site and in the Chronicle of Higher Education. The institution complies with OEO requirements as an equal opportunity employer. This is the only evidence provided regarding efforts to increase faculty diversity. Opportunities are strengthened through field placements where the program director makes a conscious effort to place candidates with diverse faculty, providing all candidates with this enriched experience. With these activities, reviewers found that the institution and unit are making a good faith effort to provide opportunities to work with diverse faculty.

Additionally, the unit has increased opportunities for candidates to share other perspectives by providing events such as attending a diversity conferences at Benedict College, at the University of South Carolina Upstate, and Diversity Conference Panels held at the institution. Speakers at the diversity panels have included special needs directors, personnel from the Department of Juvenile Justice, members of the LGBTQ community, and individuals from different ethnic groups.

The IR documents and on site interviews support that in the past three years the candidate population

has become more diverse. The Call Me MISTER program, with the purpose of recruiting minority males into early childhood, elementary and high need teaching positions, was implemented in fall 2013. In 2013-2014 the program brought in five new minority students: one is an elementary education major and four are in physical education. The 2014-1015 cohort is comprised of ten MISTERs. Also in 2013, the McMillan Scholar program was implemented by the institution with the purpose of recruiting women of all races and ethnicities who demonstrate high academic skill. The unit also recognized that, possibly because of increased sports opportunities, their enrollment was becoming predominantly male. The unit recognized in the McMillan program an opportunity to bring more women into teacher preparation. One female candidate from this program, a transfer from another institution, has graduated and the incoming freshman class has over ten committed to education. Both of these programs resulted in a more diverse candidate pool.

Exhibits show that all schools where candidates are placed have students from diverse backgrounds in race, ethnicity, abilities, and economic background, with most placements being in Title I schools. Interviews with candidates, recent alumni, and school administrators verify that all candidates have multiple opportunities to facilitate learning for students of a wide range of diversity. In preparation for these experiences, exhibits and candidate interviews show that all candidates are required to monitor, plan, and implement IEPs and 504 plans, as well as accommodate other facets of diversity. Additionally, the DTE who arranges and monitors placements, described conscious efforts to ensure that candidate placements are at a variety of age and grade levels throughout their program. She keeps a spread sheet in each candidate's file to track and monitor placement experiences. Candidates and recent alumni reported that the variety of field experiences helped them understand different developmental needs, school settings, and teaching styles.

Reflection on their own performance, including working with diverse learners, is woven throughout the program. One recent graduate provided the team with a copy of his assessment of a unit he had recently taught, showing growth scores for students and his reflection on their progress.

4.2 Moving Toward Target or Continuous Improvement

Please respond to 4.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 4.2.b.

4.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

Not applicable to this standard.

4.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

Information from the 2008 review indicated a need for a more diverse candidate population. Therefore, Call Me Mister and McMillan Scholar programs were implemented in the fall of 2013. The unit has persisted in attempting diverse faculty members, to the extent that they have had openings, and has created other opportunities, as previously described, for candidates to have experiences with mentors from diverse populations.

Data from completers indicated a need to address specific areas of diversity in schools. To address the concerns, the Diversity Panel Discussions were implemented. Feedback indicates that these discussions help candidates in their practice.

What areas of the standard are being addressed at the target level?

Not applicable to this standard.

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard. ***AND*** There are no plans and timelines for attaining target level performance as described in the unit standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard. ***OR*** There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard. [BOE specifies which is present and which is not in their findings.]	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard. ***AND*** There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard. ***AND*** There are plans and timelines for sustaining target level performance as described in the unit standard.

4.3 Areas for Improvement and Rationales

4.3.a What AFIs have been removed?

AFI	AFI Rationale
Candidates have limited opportunity to interact with other candidates from diverse ethnic/racial groups.	The IR presented data indicating an increase in diversity among candidates over the past three years. The institution has implemented two programs, CallMe MISTER and McMillan Scholars, that ave impacted the demographics of the EPP. Both of these programs have contributed to a more diverse teacher candidate pool.
Candidates have limited opportunities to interact with faculty members from diverse ethnic/racial groups.	Through the efforts previously described, the institution has made a good faith effort in providing candidates with opportunities to work with and learn from diverse mentors.

4.3.b What AFIs are continued from last visit?

AFI	AFI Rationale
Not applicable	Not applicable

4.3.c What new AFIs are recommended?

AFI	AFI Rationale
Not applicable	Not applicable

4.4 Recommendations

For Standard 4

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Not Applicable

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

Standard 5

Standard 5: Faculty Qualifications, Performance And Development

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

5.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

A review of evidence in the addendum confirms that all faculty members have expertise in the areas they teach. The DTP, who serves as the NCATE coordinator, stated in her opening presentation that three faculty members are South Carolina Instructors of the Year. All faculty members supervise students in their areas of expertise. Interviews with program faculty confirmed that they are supervising students in their areas of expertise. Interviews with full time faculty, adjunct faculty, and clinical faculty confirmed expertise and/or significant, contemporary experience; the average clinical practice teacher has 14 years of experience. Furthermore, two faculty members have been recognized as Fulbright Scholars. This information is presented in the addendum and confirmed through on-campus interviews with faculty members, the Vice President for Academic Affairs (VPAA), and the President. Interviews with school faculty members confirm that school-based clinical faculty have obtained initial and advanced degrees in the areas they teach as well as significant teaching experience in their field. In addition, they hold multiple awards including District and State Teacher of the Year. Interviews with current cooperating teachers corroborate these awards as they discuss their credentials and background; they are very well qualified in the areas they teach. Finally, in the opening presentation with the DTP displayed that thirty alumni are District Teacher of the Year; an additional, thirty teachers have been recognized as District Reading Teacher of the Year.

Professional education faculty have a thorough understanding of the content they teach. Teaching faculty guide students in the understanding and implementation of national, state and content standards as seen in interviews with education faculty, students and school-based faculty, and in exhibits. Professional education faculty value reflection; this information is presented in a review of the candidates' work and handouts at the poster session. Additionally, interviews with recent graduates plus current candidate interviews indicate that they are asked to reflect on their dispositions and impact on student learning throughout their program, in order to increase their effectiveness. Candidates are assessed at various set points during their program and candidates articulated these transition points

during the poster session and interviews. Faculty reflect on data in monthly meetings and uses the data to make programmatic changes as noted in TEC meeting minutes. Interviews with the TEC confirm the information found in the minutes; they indicate they review the data on a continuous basis. One specific example is an addition of a math course as a result of faculty reflection on weak Praxis II data in geometry.

In interviews, candidates stated they problem solve and are aware of and use many strategies in the classes they teach. Faculty members also articulated the ways they incorporate diversity, technology, and multiple strategies into their courses as models for candidates. In addition, interviews with cooperating teachers confirmed the aforementioned statement; cooperating teachers stated candidates are knowledgeable in instructional strategies, working with diverse students, and incorporating technology into their lesson plans and instruction in the schools. Furthermore, principals stated that candidates are very knowledgeable in instructional strategies, engaging diverse learners, and in incorporating technology.

Faculty demonstrate scholarly work in their fields of specialization. Interviews with faculty confirm that they are active participants in their specialty organizations on the state and national level. They present at conferences, publish journal articles and hold office. In addition, two faculty members are Fulbright scholars; during interviews, the two faculty discussed their Fulbright appointment providing reviewers more depth of understanding of their experiences.

Professional education faculty provides service to the college or university by serving on committees, being an active part of recruitment days, and by serving the institution, as it deems necessary. The faculty is also an integral part of the broader community by volunteering in local schools, taking part in the local school PTA/PTO, and partnering with the library in the community. During the opening presentation, the DTE shared that the unit has partnered with the community to host the LC2 programs which afford underprivileged students the opportunity to have additional academic support; these students also spend a day on the college campus. In addition, she reported that one member of the teacher education faculty sits on the Superintendent's Advisory Board. The presentation also displayed how faculty are involved in First Tee and Special Olympics. These partnerships are consistent with the institution's and unit's missions. They show collaboration with the professional world of practice in P-12 schools by presenting at inservices and being an active part of the school community. The message of community collaboration was emphasized numerous times in interviews with the local schools. Some specific examples include iPad days and a technology grant. During the poster session, a student presented information on a child-family project that linked the candidate, families and the school. Faculty collaborate with other college or university units to improve teaching, candidate learning, and the preparation of educators. They do this by attending state meetings in their discipline, assisting with the revision of state standards and by supporting student-led state conferences. They are actively involved in professional associations in their discipline. Examples from both the DPT and interviews with faculty affirm the affiliations on the state level include: South Carolina Alliance for Health, Physical Education, Recreation and Dance (SCAHPERD; South Carolina Association of Teacher Educators (SCATE); South Carolina Association of Colleges of Teacher Education (SCACTE); South Carolina International Reading Association (SCIRA); South Carolina Association for the Education of Young Children (SCAEYC); First Steps, and the Center for Educator Recruitment, Retention and Advancement (CERRA). On the national level, both groups said they were actively involved in: American Association of Colleges for Teacher Education (AACTE); Association of Teacher Educators (ATE); National Association for the Education of Young Children (NAEYC); and NCATE. They present at the conferences, write for specialty journals associated with the aforementioned organizations, and hold offices with their professional organizations. They provide education-related services at the local, state, national, or international levels; an example from the NCATE Coordinator's opening presentation included information on Cherokee County Induction Teacher Sessions.

The unit conducts systematic and comprehensive evaluations on an a routine basis. Interviews with faculty state that they are evaluated by their Program Coordinator and/ or Division Head as appropriate for unit. Faculty teaching performance is analyzed and reviewed by faculty as well as the TEC in order to enhance the competence and intellectual vitality of each professional education faculty member. Interviews with faculty and the VPAA indicate faculty are assessed annually by the appropriate supervisor and the information collected in the evaluation process is used to help the individual faculty member meet expectations as well as assist them in pursuing their own professional goals. Additionally, the VPAA states that these evaluations assist in the allotment of faculty development funds. Evaluations of professional education faculty are used to improve the faculty's teaching, scholarship and service. In interviews with faculty, they state that they are funded at a "high level" for their own professional development. They stated they can draw from their faculty money as well as are able to write for additional funds from the "Faculty Development Grant." They stated their scholarly activities are funded well from this committee.

Based upon needs identified in faculty evaluations, the unit provides opportunities for faculty to develop new knowledge and skills, especially as they relate to the conceptual framework, performance assessment, diversity, technology, and other emerging practices. According to interviews with faculty, they are very actively involved with professional development in the aforementioned areas. Faculty stated they host and/or attend a diversity conference annually. In addition, they offer annual Diversity Panels. This information is also presented in the DPE's opening presentationl. The interviews with faculty also indicate they are attending conferences related to technology on the state and national level. One example from the IR Addendum noted faculty travel to a technology conference at Virginia Tech. During interviews, faculty noted staying abreast of technology changes and techniques in order to incorporated into their courses. In an interview with the VPAA, she states program trend data from evaluations drive professional development activities.

5.2 Moving Toward Target or Continuous Improvement

Please respond to 5.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 5.2.b.

5.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

Not applicable to this standard.

5.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

Faculty are involved in continuous improvement efforts. All unit faculty have terminal degrees in their specialty areas and teach/evaluate in their content areas. Faculty are actively pursuing scholarly activities at the state and national levels; two faculty members are Fulbright Scholars. All faculty presented numerous times per year at their state and national specialty conferences as well as the EPP has faculty who publish articles on an annual basis. Faculty are evaluated by appropriate personnel on annual basis; administrators use the trend data from these evaluations to drive personal development for faculty. Faculty are an integral part of the community; they drive and sponsor numerous activities in the community to support local P-12 students, families and schools.

5.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

The EPP has a symbiotic relationship with P-12 partners as well as the community at large. The EPP demonstrated numerous ways faculty are immersed in the local schools offering their expertise. In addition, faculty are equipping their candidates to enter the schools with a plethora of instructional strategies as well as techniques to engage diverse learners. The EPP supports the community by sharing its resources, conducting mentoring programs, academic tutoring programs as well as food drives and community gardens.

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard. ***AND*** There are no plans and timelines for attaining target level performance as described in the unit standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard. ***OR*** There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard. [BOE specifies which is present and which is not in their findings.]	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard. ***AND*** There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard. ***AND*** There are plans and timelines for sustaining target level performance as described in the unit standard.

5.3 Areas for Improvement and Rationales

5.3.a What AFIs have been removed?

AFI	AFI Rationale
Not applicable	Not applicable

5.3.b What AFIs are continued from last visit?

AFI	AFI Rationale
Not applicable	Not applicable

5.3.c What new AFIs are recommended?

AFI	AFI Rationale
Not applicable	Not applicable

5.4 Recommendations

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Not Applicable

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

Standard 6

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.

6.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

Interviews with the Executive Vice President for Academic Affairs, the Vice President for Academic Affairs (VPAA), and the Associate Vice President for Academic Affairs confirmed that the DTE has the leadership authority and administrative responsibility for all educator preparation programs. The DTE serves as head of the unit and reports directly to the VPAA. The director serves as chair for the TEC. The director works closely with the program coordinators for each of the six teacher education programs. The TEC is responsible for all curricular and programmatic changes.

The unit is supported by the TEC, the policy making body for teacher education at the institution. A thoroughly defined process ensures that the unit is effectively managed. In addition to the DTE and the six program coordinators, the committee includes school district representatives, teacher candidates, the Associate Vice Presidents for Academic Affairs and Assessment and Planning , the college librarian, and the Call Me MISTER Collaborator. All changes in the teacher education program are approved by the division in which the program is housed, the TEC, the college-wide Curriculum Committee and faculty at their monthly meetings. This process ensures that all professional, state and institutional standards are being addressed as well as any budget, personnel, resources and technology needs.

The college's admission policies, academic calendars and degree requirements are clearly and consistently described in their undergraduate catalog, unit materials, website and other printed sources. The Teacher Education Handbook is the official policy manual for the teacher education program. The handbook includes descriptions of the program's structure, goals, program admission and program completion requirements, participation guidelines, procedures for the evaluation of candidate performance and expectations for field experiences and clinical practice.

Recruitment is conducted by the institution's admissions staff. Recent focus has been on, and has resulted in, creation of a more diverse student population. Three years ago a strategic initiative resulted in two successful programs: the McMillan Scholars for female students with a minimum GPA of 3.0, and Call Me MISTER, designed to recruit minority malesin to teacher education.

Exhibits presented by the unit indicate that an adequate budgetary allocation is received annually, and it

is comparable to similar units on campus. Interviews confirmed that, from its beginning, the college been dedicated to and supportive of teacher education. The addendum and exhibits provided during the onsite visit and interviews with key university personnel confirmed that the budget for the unit is proportional to other units requiring a clinical component. The budget supports professional development for each faculty member. All faculty members receive $1,000 annually and teacher education faculty receive additional faculty development funds. The office of the VPAA an additional $25,000 for a Faculty Development Fund that is administered through a committee. Priority is given to conference presenters, accreditation preparation and special training for faculty. Additional support for the teacher education program includes: $7,574 in a restricted fund from the State Department of Education; $24,000 for supplies, $15,000 for instructional support, and $15,000 for teacher education evaluation from Academic Support. The Office of Academic Affairs also provides funds for memberships and dues. The budget process is shared and faculty are able to express their needs through their departments and programs.

The Faculty/Staff Handbook clearly defines the qualifications for faculty and the required workload. Interviews confirmed that full- time faculty teach 12-15 hours per semester, consistent with the stated policy. Four student teachers are the equivalent of three semester hours faculty load The Faculty Roster Form for Fall 2014 and Spring 2015 indicates that faculty assignments follow these guidelines. The unit abides by the overload policies that are outlined in the Faculty/Staff Handbook. Courses taught in the face-to-face, hybrid and on-line formats count equally. Twenty-two full time institutional faculty, including those with joint assignments, and three adjunct teach in the program. Three faculty are full-time within the unit. Vitas and interviews show that adjunct faculty are highly qualified and strengthen the overall preparation of teacher candidates. One current adjunct recently retired after 34 years of teaching. She had served as a cooperating teacher for nine student teachers from the college and is currently teaching the introductory course for the program.The faculty load for the DTE does not appear to adhere to the required workload. Her responsibilities include LiveText training; data management, review, and creation dissemination of program reports; and dissemination of other information; placements in both field experiences and clinical practice; certification; advising; teaching; and other duties as assigned. College requirements for advancement also require scholarly productivity.

There is not a designated separate building for the teacher education program, an arrangement consistent with other disciplines across the institution. Many campus facilities are available for candidates and faculty including the library, curriculum lab and multiple computer labs. The curriculum lab is located in the library. It includes a Promethean Board, IPADS, digital cameras, Praxis study guides, and textbooks. An interview with the librarian revealed that specifically for teacher education, there are 13,124 E-Books, 1,154 full text journals, Elementary school data bases, Brain Pop and Brain Pop Junior, E-Videos "Films on Demand," 18 laptops, 20 iPADS ad a variety of applications. Through library services, teacher candidates have participated in helping 5th graders from the Boys and Girls Clubs to learn how to use IPADS. The library also has Library Guides that are course specific, integrated into education courses. Also, library instruction has been embedded in some of the education courses, providing a personal librarian to the students in the course. They also provide "Ask a Librarian," a 24/7 database of questions that students typically ask with answers, for example, "How do I do APA style." The holdings for print volume are currently 75,192 and electronic 392,382. Since the last NCATE visit 1,200 print items have been purchased for teacher education.

The interviews revealed an exceptional partnership with one of the school districts. The district provides space for a PDS at two of its elementary schools. In addition to classroom access for field placements and space for professional development, candidates also have opportunities to serve as mentors and tutors at both schools.

Faculty and Staff have adequate technology resources to support their continued development. A CITRIX platform has been created so that faculty and students can log-in from anywhere. Faculty can have the contents of their desktop on their office computer available at home. Students are able to log-in

to Blackboard and Live Text. Two Promethean Boards and five interactive Aquos boards are utilized by faculty and teacher education students. This fall, the IT department provided five iPADS to the Elementary Education program. The budget of IT this year is $2.6 million. All candidates purchase a Live Text account for their methods courses, field experiences and clinical practice. One account works for all courses. The DTE trains all faculty and students to work with the variety of available technologies.

6.2 Moving Toward Target or Continuous Improvement

Please respond to 6.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 6.2.b.

6.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

Not applicable to this standard.

6.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

Feedback from graduates and cooperating teachers facilitated the procurement of technology resources for the program. Candidates have access to iPADS, Aquos boards, laptops and a variety of software. These resources were purchased by IT, the library and departmental grants.

The creation of the Professional Development Schools has been a win-win situation for the teacher education program and the school district. Administrators were ecstatic about the partnership between district and the teacher preparation program. They gave numerous examples of the impact that it is having on the children and also gave endless compliments about the professionalism, preparation and competence of the candidates. They also added that their district hires many of the program graduates.

Since the last visit, the Physical Education program, which had been discontinued, was rewritten and approved. The new program began in Fall of 2011 and the first graduate was in 2013. A needs assessment conducted in the fall of 2010 revealed the need for early childhood education as a major. This program was implemented in the fall of 2012. The first completer graduated in the fall of 2014.

6.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

Not applicable to this standard.

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit	Clear, convincing and sufficient evidence demonstrates that the unit is performing as	Clear, convincing and sufficient evidence demonstrates that the unit is performing as	Clear, convincing and sufficient evidence demonstrates that the unit is performing as

is performing as described in any aspect of the target level rubric for this standard. _**AND**_ There are no plans and timelines for attaining target level performance as described in the unit standard.	described in some aspect of the target level rubric for this standard. _**OR**_ There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard. [BOE specifies which is present and which is not in their findings.]	described in some aspect of the target level of the rubric for this standard. _**AND**_ There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	described in all aspects of the target level rubric for this standard. _**AND**_ There are plans and timelines for sustaining target level performance as described in the unit standard.

6.3 Areas for Improvement and Rationales

6.3.a What AFIs have been removed?

AFI	AFI Rationale
The lack of technical and clerical support limits the unit's ability to develop and implement an effective assessment system	The program utilizes LiveText, and it is programmed to sync with Jenzabar for uploading course and student rosters. All key assessments are loaded into the appropriate courses. Instructors assess candidates and report their findings to the program coordinators at the end of each course. The program coordinators use this data to complete the respective SPA reports and for program improvement. Praxis scores are also stored in Jenzabar. Live Text is the on-line system the unit uses to house course-based candidate artifacts including the ADEPT portfolio. Students are required to have a Live Text account and they utilize it throughout the program.

6.3.b What AFIs are continued from last visit?

AFI	AFI Rationale
Not applicable.	Not applicable.

6.3.c What new AFIs are recommended?

AFI	AFI Rationale
An inadequate number of support personnel and/or staff limits the opportunity of the program director to effectively grow the program and pursue other opportunities that would enhance the unit's endeavors.	Although the unit has purchased LiveText as a data management system, the program director still has primary responsibility for LiveText training, data management, review, creation of program reports and dissemination of information. Additional responsibilities include: placements in both field experiences and clinical practice, certification, advising, teaching, and other duties as assigned. College requirements for advancement also require scholarly productivity.

6.4 Recommendations

For Standard 6

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Not Applicable

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

IV. Sources of Evidence

Documents Reviewed

Persons Interviewed

Please upload sources of evidence and the list of persons interviewed.

Sign In 1.pdf
Sign In 3.pdf
Exhibit List.docx
Exhibits provided on site.docx
Sign in Sheet 2.pdf
Sign in Sheet 4.pdf
Sign in Sheet 5.pdf
Sign in Sheet 6.pdf

See **Attachment** panel below.

V. State Addendum (if applicable)

Please upload the state addendum (if applicable).

Please click "Next"

This is the end of the report. Please click "Next" to proceed.