**Southwestern Christian University**

**Teacher Education Program**

**RESPONSE TO:**

**BOARD OF EXAMINERS OFFSITE REPORT:
CONTINUOUS IMPROVEMENT PATHWAY**

**September 15, 2015**

**Submitted by:**

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**In Collaboration with:**

**SCU Teacher Education Faculty**

**SCU Administration**

 **Movement Toward Target**

Please indicate the standard(s) on which the unit selected to demonstrate movement toward target:

|  |  |  |
| --- | --- | --- |
| **Initial** | **Advanced** | **Standards** |
|  | NA | Standard 1: Candidate Knowledge. Skills. and Professional Dispositions |
|  | NA | Standard 2: Assessment System and Unit Evaluation |
| X | NA | Standard 3: Field Experiences and Clinical Practice |
|  | NA | Standard 4: Diversity |
|  | NA | Standard 5: Faculty Qualifications, Performance, and Development |
|  | NA | Standard 6: Governance and Resources |

1. **Unit Standards**

***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 Preliminary Findings**

* 1. **Evidence for the BOE Team to validate during the onsite visit with documents and/or interviews**
1. Exhibit 1.4.c - Key assessments and scoring guides used for assessing candidate learning against professional and state standards as well as proficiencies identified in the unit’s conceptual framework

***Key assessments and scoring guides are used throughout the program to support candidate learning. Candidate learning supporting profession and state standards is demonstrated throughout each of the key assessments associate with the program reviews.***

***Due to the age of the teacher education program, the key assessments and scoring guides are being developed as we progress through the program. This is providing a level of collaboration very seldom seen in teacher education programs. We are able to actively involve our Teacher Education Council and clinical faculty in the initial development of the curriculum, key assessments, and scoring guides associated with each course in the professional development sequence. We will also apply this process to each of the discipline specific programs with the formation of an advisor council who will complete the initial work on program specific assessments before presenting to the Teacher Education Council Curriculum subcommittee.***

***Professional Teacher Education Sequence Key Assessments***

| *Assessment Title -* | *Type or* *Form of Assessment* | *When the Assessment Is Administered* | *Semester to be Developed* | *Semester to be Implemented* |
| --- | --- | --- | --- | --- |
|  | *[Assessment of candidate dispositions]****Philosophy of Education paper*** | ***Writing Sample*** | ***EDUC 2113 Foundations of Education*** | ***S’ 14*** | ***F’14*** |
|  | *[Assessment of candidate skills and dispositions]****Clinical practice log, reflections, and clinical faculty assessment*** | ***Clinical Practice*** | ***EDUC 2113 Foundations of Education Clinical Practice*** | ***Su’14*** | ***F’14*** |
|  | *[Assessment of candidate dispositions]****Semester Educational Blog*** | ***Reflective Blog*** | ***EDUC Technology in Education*** | ***Su’15*** | ***F’15*** |
|  | *[Assessment of candidate dispositions]****Clinical practice log, reflections, and clinical faculty assessment*** | ***Clinical Practice*** | ***EDUC Technology in Education Clinical Practice*** | ***Su’15*** | ***F’15*** |
|  | *[Assessment of candidate knowledge, skills, or dispositions]****To Be Developed*** | ***TBD*** | ***EDUC Assessment and Measurement******4 different assessments will be developed*** | ***F’15*** | ***S’16*** |
|  | *[Assessment of candidate knowledge, skills, or dispositions]****To Be Developed*** | ***TBD*** | ***EDUC Methods******Specific Methods courses for each major*** | ***S’16*** | ***F’16*** |
|  | *[Assessment of candidate knowledge and dispositions]****Diversity Paper*** | ***Research paper*** | ***EDUC Classroom Strategies*** | ***F’16*** | ***S’17*** |
|  | *[Assessment of candidate knowledge and dispositions]****Teacher Work Sample*** | ***Teacher Work Sample*** | ***EDUC 4815 and EDUC 4825 Clinical Internship*** | ***F’16*** | ***S’17*** |

***English:***

| *Assessment Title -* | *Type or* *Form of Assessment* | *When the Assessment Is Administered* | *Semester to be Developed* | *Semester to be Implemented* |
| --- | --- | --- | --- | --- |
| ***3*** | *[Assessment of candidate ability to plan instruction]****English Education Unit Plan*** | ***Unit Plan*** | ***ENGL 4513 Methods of Teaching English******Program specific assessment during methods course*** | ***S’ 16*** | ***F’16*** |
| ***4*** | *[Assessment of student teaching or internship]****Final Clinical Internship Assessment*** | ***Clinical Internship assessment*** | ***EDUC 4815 and EDUC 4825 Clinical Internship I & II******Common Assessment at end of ST*** | ***F’16*** | ***S’17*** |
| ***5*** | *[Assessment of candidate effect on student learning]****Teacher Work Sample*** | ***Teacher Work Sample*** | ***EDUC 4815 and EDUC 4825 Clinical Internship I & II******Program specific assessment during Clinical Internship (ST)*** | ***F’16*** | ***S’17*** |
| ***6*** | *[Additional assessment that addresses SPA standards* (required) *]****English Education Capstone Research***  | ***Research Paper***  | ***ENGL 4993 Senior Thesis*** | ***S’16*** | ***F’16*** |
| ***7*** | *[Additional assessment that addresses SPA standards* (optional*)]****Resource Collection*** | ***Project*** | ***ENGL 4513 Methods of Teaching English*** | ***S’ 16*** | ***F’16*** |

***Social Studies:***

| *Assessment Title* | *Type or* *Form of Assessment* | *When the Assessment Is Administered* | *Semester to be Developed* | *Semester to be Implemented* |
| --- | --- | --- | --- | --- |
| ***3*** | *[Assessment of candidate ability to plan instruction]****History Education Unit Plan*** | ***Unit Plan*** | ***HIST 4813 Methods of Teaching History******Program specific assessment during methods course*** | ***S’ 16*** | ***F’16*** |
| ***4*** | *[Assessment of student teaching or internship]****Clinical Internship Assessment*** | ***Clinical Internship assessment*** | ***EDUC 4815 and EDUC 4825 Clinical Internship I & II******Common Assessment at end of Clinical Internship (ST) with program specific standards assessed in Part II*** | ***F’16*** | ***S’17*** |
| ***5*** | *[Assessment of candidate effect on student learning]****Teacher Work Sample*** | ***Teacher Work Sample*** | ***EDUC 4815 and EDUC 4825 Clinical Internship I & II******Program specific assessment during Clinical Internship (ST)*** | ***F’16*** | ***S’17*** |
| ***6*** | *[Additional assessment that addresses SPA standards* (optional*)]****Candidate Content Assessment*** | ***Standards Project*** | ***HIST 4153 Religious History of the US – Capstone History Course, – Senior level assessment of NCSS standards*** | ***S’16*** | ***F’16*** |
| ***7*** | *[Additional assessment that addresses SPA standards* (required) *]****20th Century Religious Movement Research*** | ***Research Paper*** | ***HIST 3483 20th Century History of the US – Junior level assessment of NCSS standards*** | ***F’15*** | ***S’16*** |

***PE, Health, and Safety:***

| *Assessment Title -* | *Type or* *Form of Assessment* | *When the Assessment Is Administered* | *Semester to be Developed* | *Semester to be Implemented* |
| --- | --- | --- | --- | --- |
| ***3*** | *[Assessment of candidate ability to plan instruction]****Elementary PE Unit Plan*** | ***Unit Plan*** | ***HPSM 3433 Methods in Elementary Physical Education*** | ***S’ 16*** | ***F’16*** |
| ***4*** | *[Assessment of student teaching or internship]****Clinical Internship Assessment*** | ***Clinical Internship assessment*** | ***EDUC 4815 and EDUC 4825 Clinical Internship I & II******Common Assessment at end of Clinical Internship (ST) with program specific standards assessed in Part II*** | ***F’16*** | ***S’17*** |
| ***5*** | *[Assessment of candidate effect on student learning]****Teacher Work Sample*** | ***Teacher Work Sample*** | ***EDUC 4815 and EDUC 4825 Clinical Internship I & II******Unit and program specific assessment during Clinical Internship (ST)*** | ***F’16*** | ***S’17*** |
| ***6*** | *[Additional assessment that addresses SPA standards* (required) *]****Curriculum Project*** | ***Year long curriculum design*** | ***HPSM 4113 Methods of Teaching Secondary PE*** | ***S’ 17*** | ***F’18*** |
| ***7*** | *[Additional assessment that addresses SPA standards* (optional*)]****Fitness Assessment*** | ***Progressive fitness assessment / prescription*** | ***HPSM 3811 Motor Skills #1 Striking******HPSM 3821 Motor Skills #2 Kicking******HPSM 3831 Motor Skills #3 Throwing*** | ***Su’ 14*** | ***F’14*** |
|  |  |  | ***HPSM 3841 Fitness Assessment & Exercise Prescription I*** | ***F’15*** | ***S’16*** |
|  |  |  | ***HPSM 3851 Fitness Assessment & Exercise Prescription II*** | ***S’16*** | ***F’16*** |
|  |  |  | ***HPSM 4413 Research, Measurement, & Evaluation*** | ***S’16*** | ***F’16*** |

***Each candidate is required to maintain their Teacher Education Portfolio which is assessed at check points throughout the program.***

***PORTFOLIO CHECKLIST BY CONCEPTUAL FRAMEWORK***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Check Point*** | ***Faculty*** | ***Course*** | ***Section*** | ***Artifact*** | ***5*** | ***4*** | ***3*** | ***2*** | ***1*** |
|  |  |  |  | *Introduction* |  |  |  |  |  |
| *1* |  | *Intro* | *Introduction* | *A. \*Title page-name, major* |  |  |  |  |  |
| *1* |  | *Intro* | *Introduction* | *B. \*Table of contents*  |  |  |  |  |  |
| *1* |  | *Intro* | *Introduction* | *C. \*Individual Educational Plan – Intro to Teaching* |  |  |  |  |  |
| *1* |  | *Intro* | *Introduction* | *E. \*Autobiography*  |  |  |  |  |  |
| *1* |  | *Intro* | *Introduction* | *F. \*Resume*  |  |  |  |  |  |
|  |  |  |  | ***Caring*** |  |  |  |  |  |
| *2* |  | *Methods* | *Caring* | *A. \* Lesson plans illustrating ability to plan for individual differences -Methods* |  |  |  |  |  |
| *2* |  | *Methods* | *Caring* | *B. \* Unit plan(s); interdisciplinary when appropriate - Methods* |  |  |  |  |  |
| *2* |  | *Ed Psyc* | *Caring* | *C. \* Development paper - Educational Psychology*  |  |  |  |  |  |
| *3* |  | *Strategies* | *Caring* | *D. \* Diversity paper - Classroom Strategies* |  |  |  |  |  |
| *2* |  | *Technology* | *Caring* | *E. \* Technological artifacts - Technology in Education*  |  |  |  |  |  |
| *3* |  | *Optional* | *Caring* | *F. Photographs of interaction with students, learning centers, bulletin boards, etc.*  |  |  |  |  |  |
| *4* |  | *Optional* | *Caring* | *G. Communications to students/parents other than report cards*  |  |  |  |  |  |
| *4* |  | *Internship* | *Caring* | *H. \* Final Reflection Paper - Clinical Internship* |  |  |  |  |  |
|  |  |  |  | ***Reflective*** |  |  |  |  |  |
| *2* |  | *Assessment* | *Reflective* | *A. \*Assessments #1 - Five samples illustrating candidate’s ability to design various assessment tools - Assessment & Measurement* |  |  |  |  |  |
| *2* |  | *Assessment* | *Reflective* | *B. \*Assessment #2* |  |  |  |  |  |
| *2* |  | *Assessment* | *Reflective* | *C. \*Assessment #3* |  |  |  |  |  |
| *2* |  | *Assessment* | *Reflective* | *D. \*Assessment #4* |  |  |  |  |  |
| *2* |  | *Assessment* | *Reflective* | *E. \*Assessment #5* |  |  |  |  |  |
| *3* |  | *Methods* | *Reflective* | *F. \*Modified lesson plan based on assessments - Assessment & Measurement*  |  |  |  |  |  |
|  |  |  |  | ***Service*** |  |  |  |  |  |
| *2* |  | *Technology* | *Service* | *A. \*Samples of letters, memos to parents, community agencies – Educational Technology* |  |  |  |  |  |
| *3* |  | *Optional* | *Service* | *B. Awards, certificates of membership in SEA and other professional groups*  |  |  |  |  |  |
| *3* |  | *Optional* | *Service* | *C. Evidence of participation in campus activities*  |  |  |  |  |  |
| *3* |  | *Optional* | *Service* | *D. Evidence of volunteer and other service oriented experiences*  |  |  |  |  |  |
| *1* |  | *Foundations* | *Service* | *E. \*Clinical Practice #1 log sheets*  |  |  |  |  |  |
| *2* |  | *Technology* | *Service* | *E. \*Clinical Practice #2 log sheets* |  |  |  |  |  |
| *2* |  | *Assessment* | *Service* | *E. \*Clinical Practice #3 log sheets* |  |  |  |  |  |
| *3* |  | *Methods* | *Service* | *E. \*Clinical Practice #4 log sheets* |  |  |  |  |  |
| *1* |  | *Foundations* | *Service* | *F. \*Clinical Practice #1 reflections* |  |  |  |  |  |
| *2* |  | *Technology* | *Service* | *F. \*Clinical Practice #2 reflections* |  |  |  |  |  |
| *2* |  | *Assessment* | *Service* | *F. \*Clinical Practice #3 reflections* |  |  |  |  |  |
| *3* |  | *Methods* | *Service* | *F. \*Clinical Practice #4 reflections* |  |  |  |  |  |
|  |  |  |  | ***Scholarship*** |  |  |  |  |  |
| *1* |  | *Foundations* | *Scholarship* | *B. \* Philosophy of Education - Foundations of Education*  |  |  |  |  |  |
| *1* |  | *Gen. Educ.* | *Scholarship* | *C. \*Written Communication #1 - Four samples of student's written communication work from courses in general education (not in major)*  |  |  |  |  |  |
| *1* |  | *Gen. Educ.* | *Scholarship* | *C. \*Written Communication #2* |  |  |  |  |  |
| *1* |  | *Gen. Educ.* | *Scholarship* | *C. \*Written Communication #3* |  |  |  |  |  |
| *1* |  | *Gen. Educ.* | *Scholarship* | *C. \*Written Communication #4* |  |  |  |  |  |
| *2* |  | *Program* | *Scholarship* | *D. \* Program Artifact #1 - Four program artifacts from major content courses identified by program coordinator* |  |  |  |  |  |
| *2* |  | *Program* | *Scholarship* | *D. \*Program Artifact #2* |  |  |  |  |  |
| *2* |  | *Program* | *Scholarship* | *D. \*Program Artifact #3* |  |  |  |  |  |
| *2* |  | *Program* | *Scholarship* | *D. \*Program Artifact #4* |  |  |  |  |  |
| *4* |  | *Internship* | *Scholarship* | *E. \* Teacher Work Sample – Clinical Internship* |  |  |  |  |  |

***During the clinical practice the clinical faculty evaluate the teacher candidates based on our unit’s conceptual framework as it is applied to their expectations and involvements associated with the clinical practice.***

***These identify learning outcomes associated with specific learned societies and spas in addition to the core key assessments that apply to the entire unit program and I'll teacher candidates are expected to be assessed according to the rubrics associated with each of them.***

***The key assessment for EDUC 2113-Foundations of Education is the Philosophy of Education paper that each student is required to write. This paper becomes an artifact within the student portfolio. The rubric and assignment sheet for the Philosophy of Education paper is attached.***

**1.5.1 Philosophy of Education assignment**

**1.5.1 Philosophy of Education rubric**

**1.5.1 Clinical Faculty Assessment of Foundation Clinical Practice**

**1.5.1 SCU Portfolio Contents spreadsheet**

1. Exhibit 1.4.b Aggregate data for key assessments completed during the 2014-2015 academic year

***Since the program is new the key assessment artifacts are limited. The key assessments that have been collected include the Philosophy of Education paper from EDUC 2113 – Foundations of Education.***

**1.5.2 EDUC 2113 #1 Philosophy of Education Rubric Ag Data F'14**

**1.5.2 EDUC 2113 #1 Philosophy of Education Rubric Ag Data S'15**

1. Exhibit 1.4.f – Aggregate data on key assessments of candidates’ professional dispositions completed during the 2014-2015 academic year

**1.5.3 Candidate Evaluation of Disposition by Education & Clinical Faculty Data Table**

**1.5.3 Candidates Self-Evaluation of Dispositions Table - Complete**

1. Clarification of how pedagogical content knowledge is measured

***Measured throughout program pedagogical content knowledge is the difference in how an accountant and a business teacher would plan and teach an accounting lesson. The accountant may be able to tell students about the topic, but the skilled business teacher plans her lesson based on the nature of her students, what they need to learn, and how they will best learn it. While teaching, she continually evaluates learning and can use a variety of pedagogical techniques that allow her to alter explanations, create demonstrations, and provide analogies that will support her students’ understanding. Being able to convey knowledge effectively to students is the foundation of pedagogical content knowledge. Teacher candidates build on their pedagogical content knowledge as each course provides the balance between knowledge and application through the integrated clinical practices. Methods courses provide content specific practice and reinforcement of concepts. The teacher work sample is the predominant key assessment intended to measure the teacher candidate’s effectiveness.***

 **Teacher Work Sample – see 1.5.5 artifacts**

1. Evidence of a teacher work sample for all program areas (see Physical Education/Health and Safety report)

***The teacher work sample has a common core and a section specific to each program area in order to meet program review requirements and provide adequate data sets for improvement.***

**1.5.5 SCU English Education Teacher Work Sample**

**1.5.5 SCU History Education Teacher Work Sample**

**1.5.5 SCU Physical Education Teacher Work Sample**

**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.*

***2.2.b Continuous Improvement.* What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?**

The unit has aligned its conceptual framework with the 2011 InTASC standards; however the charts are not in agreement. Assessment categories were chosen by those suggested in the Teacher Preparation Analytics published by CAEP.

***We don’t completely understand this statement. Our alignment to InTASC is provided in the following chart.***

**2.2.b Alignment CF to InTASC Standards**

**2.2.b Alignment of NCATE Standards to InTASC Standards**

* 1. **Evidence for the BOE Team to validate during the onsite visit with documents and/or interviews**
1. Clarification of alignment of Conceptual Framework, InTASC standards and Oklahoma Competencies

***The SCU Teacher Education Conceptual Framework was developed and aligned to both InTASC standards and the Oklahoma Competencies. The SCU Conceptual Framework has adopted the InTASC Standards performances, essential knowledge, and dispositions as the competencies for the SCU Teacher Education Program. The charts provided show the alignment of the CF to the OK Competencies; InTASC Standards aligned to OK Competencies; CF aligned to InTASC; and CF aligned to NCATE (the alignment to NCATE was due to the timing of the submission of the preconditions in March 2014).***

**2.5.1 Alignment of SCU Conceptual Framework, InTASC, & OK**

**2.5.1 SCU Conceptual Framework Alignment Chart**

1. Assessment System Handbook (mentioned in IR, but not found in exhibits)

***The SCU Professional Teacher Education director is a member of the SCU Assessment Committee and participates in university and program assessments. Data is shared and used for improvement across programs.***

**2.5.2 SCU Assessment Plan APPROVED 061815**

1. Education Assessment Committee – membership and roles

***The Department Chair of Education has a standing membership on the university Assessment Committee and participates in all assessment activities. The primary role is to represent the specific interests of the education department and ensure an information flow both to the university level and from the university to the department. This allows for efficient assessment practices and information sharing.***

**2.5.3 Standing Committees Generic 2014-16**

***Within the department of education, the Teacher Education Council is divided into three committees. One of the committees is the Assessment Committee as stated in the Teacher Education Handbook:***

***Assessment Committee***

***Oversight of the collection and compilation of teacher education program data. The data needs to be connected to each program goal in order to determine progress in meeting the goals.***

***Oversight of the collection and compilation of assessment data for each program.***

***Evaluation of the reliability and validity of current assessment measures, including inter-rater reliability on key assignment rubrics and clinical evaluations and the validity of the clinical evaluation content mastery section.***

***Implementation of the portfolio system in EDUC and content pedagogy courses. Oversight of faculty development relating to the use of the portfolio.***

***The Assessment Committee will meet fall 2015 to review data collected during the 2014-15 year.***

**2.5.3 Teacher Education Council subcommittees as 4-23-15 DRAFT**

***The SCU Teacher Education Assessment sub committee membership will be confirmed prior to meeting. Since this is a new program we are making sure all council members understand the role of each committee and select the committee best suited to their area of expertise/interest.***

1. Evidence to support statements of a comprehensive and integrated assessment and evaluation measures to monitor candidate performance and manage and improve the unit’s operations and programs.

Clarifications for:

1. Input of data (who/when)

***Key assessments are collected by faculty in the courses where the assessments are completed. Currently, we are using a manual system involving aggregation of the data from individual rubrics in order to create aggregated data charts. However, we have purchased and are beginning to implement the LiveText assessment system. This will allow all key assessments to be uploaded and assessed electronically. We are currently uploading the rubrics associated with teacher education and will participate in a dual system until spring 2016.***

1. Faculty access to data

***At this time, the data sets are shared with both the Teacher Education Committee and the Teacher Education Council. The Assessment subcommittee is primarily responsibilities are:***

* + ***Oversight of the collection and compilation of teacher education program data. The data needs to be connected to each program goal in order to determine progress in meeting the goals.***
	+ ***Oversight of the collection and compilation of assessment data for each program.***
	+ ***Evaluation of the reliability and validity of current assessment measures, including inter-rater reliability on key assignment rubrics and clinical evaluations and the validity of the clinical evaluation content mastery section.***
	+ ***Implementation of the portfolio system in EDUC and content pedagogy courses. Oversight of faculty development relating to the use of the portfolio.***
1. process to make decisions about candidates’ performance based on the transition points

***Each transition point involves a checklist of requirements for successful progression through the program. Transition points are associated with required courses, application processes, and involve the verification of documentation through the Director of Teacher Education.***

|  |
| --- |
| **Program - Undergraduate Teacher Education Program** |
| **Assessment** | **Transition I: Admission to Teacher Education** | **Transition II: Enrollment in Professional Coursework & Clinical Practice** | **Transition III: Admission to Clinical internship** | **Transition IV: Recommendation for Certification** |
| GPA | Cumulative grade point average of 2.75 or higher and additional grade requirements. | Maintain 2.75 cumulative grade point average on all coursework earned and verified via degree check  | Maintain 2.75 cumulative grade point average on all coursework earned and verified via degree check prior to clinical internship | Maintain 2.75 cumulative grade point average on all coursework earned and verified via degree check upon graduation  |
| Grades | C or higher  | C or higher\* Completion of all requirements | C or higher\* Completion of major core/PTE sequence coursework | C or higher \* Completion of all coursework |
| State Tests | Oklahoma General Education Test (OGET).  |  | Oklahoma Subject Area Test (OSAT) | Oklahoma Professional Teaching Exam (OPTE) |
| Portfolio | Establish SCU Teacher Education Portfolio – Check Point I | A satisfactory score on Portfolio – Check Point II | A satisfactory score on Portfolio – Check Point III | A satisfactory score on Portfolio – Check Point IV |
| SPA Standards |  | Satisfactory completion of assessments  | Satisfactory completion of assessments  | Satisfactory completion of assessments  |
| Legal | \* Submit an approved background check\* Complete Felony Questionnaire & Accuracy Statement.\* Complete Code of Ethics | Current approved background check | Current approved background check | . |
| Clinical Practice | \*Documentation of work with children\* Clinical Practice Requirements Agreement | Complete 40 hours clinical practice with each selected professional sequence courses.  | Successful completions of Professional Teacher Education courses including 160 hours of clinical practice.  | Successful completion of Clinical internship including 16 weeks of clinical internship |
| Recommendations & Evaluations | \*Recommendations-on letters from church officials and/or faculty members. \* Faculty Interview | \* Univ. Faculty \* Clinical Faculty  | \* Univ. Faculty \* Clinical Faculty\* Supervisor  | \* Univ. Faculty \* Clinical Faculty\* Student Teacher Self-Rating Chart\* Student Teacher Education Program Evaluation\* Clinical internship \* Evaluations\* Clinical Faculty Evaluation\* Supervisor Evaluation |
| Requirements | \* Plan for meeting Foreign Language Competency.\* Written interest in teaching.\* Complete the Emergency Contact Information Form |  | Completion of Foreign Language Competency |  |
| Approvals | \* Receive formal approval by the SCU Teacher Education Council. |  | \* Receive formal approval by the SCU Teacher Education Council. | \* Receive formal approval by the SCU Teacher Education Council. |

1. process to make decisions about unit’s operations and programs based on designated assessments

***Currently, the unit uses a variety of assessments to improve the operations and programs of the unit including faculty evaluations, course evaluations, candidate evaluations, and program evaluations. The SCU Teacher Education Council, which is headed by the Department of Education Chair, has a subcommittee called the Education Assessment Committee which maintains a consistent cycle of unit, program, and candidate data analysis. Each teacher education program submits an assessment plan that identifies goals, intended candidate outcomes, and means of how to measure intended student outcomes with performance levels identified through the use of rubrics and other assessment instruments. Additional measures of candidates’ performance are based on Oklahoma competency exams (OGET, OSAT, and OPTE), course grades, portfolio, and clinical internship.***

***The unit’s conceptual framework themes are aligned with the Oklahoma General Competencies for Teacher Certification and the InTASC Standards 2011. The unit assessment process gathers multiple pieces of data at each Transition point and after graduation. The unit gets feedback from principals who hired SCU graduates at the end of the first year of teaching. The unit Assessment Committee reviews all data. The process is designed to provide data and information to the appropriate faculty members or committees to make course or program changes.  The process also assesses candidate proficiencies, as outlined in the conceptual framework and unit operations. The unit collects data and collaborates with the SCU Office of Institutional Research and Assessment for statistical analysis.  In addition to the assessment tools displayed here, the unit also relies on GPA and state testing scores to determine eligibility for admission to the program and internship.  The testing data is shared with the Teacher Education Council.***

1. Validation of implementation of strategies to ensure fairness, accuracy, and consistency through interviews

***Teacher Candidate interviews as part of the application to teacher education are assessed using the Teacher Candidate Interview Checklist. The purpose of the interview is to have a face-to-face opportunity to ensure the student is aware of all the requirements associated with candidacy. A checklist is provided for the faculty member to use during the interview to verify consistency of information shared. In this manner, all applicants are assessed fairly and consistently regardless of who is conducting the interview. The unit has an organized Plan for Improvement if assessments indicate that candidates are not yet ready to proceed to the next stages of their programs.***

**2.5.5 Teacher Candidate Interview Checklist**

1. Assessment protocols, i.e. surveys, check sheets, etc.

**2.5.6 Teacher Education Candidates – Clinical Practice Chart SAMPLE**

**2.5.6 EDUC 2113 #1 Philosophy of Education Rubric v2**

**2.5.6 EDUC 3202 Key Assessment Analysis**

**2.5.6 EDUC 3202 Key Assessment Rubric**

1. Evidence, i.e. spreadsheets, showing application of data for assessments completed (according to timeline)

**2.5.7 Candidates Self-Evaluations of Dispositions Aggregated Data Set**

1. Evidence of consistent cycle of unit, program, and candidate data analysis
2. when/how often the data will be reviewed

***Cycle: Data analysis begins with the faculty member reviewing aggregated data from the key assessment as part of their course to determine concepts that need additional attention or modifications to be made. The data moves to the Director of Teacher Education to be viewed through the lens of program improvement. Complete data sets are presented to the Teacher Education Council Assessment subcommittee to analyze unit data for improvement. Data sets are also submitted to the SCU Assessment committee to be viewed at the university level and become part of the Office of Institutional Effectiveness data sets.***

***Frequency: Faculty collect data each semester a teacher education course is delivered. They review on a semester basis. The Teacher Education Council Assessment subcommittee reviews the collected data at least once each semester and sometimes more frequently depending on the demand (as we are developing new courses collaboratively, we ask the Assessment committee to review key assessments and scoring guides as part of the development process). Teacher Education Council makes formal recommendations on an annual basis and the SCU Assessment Committee does also. The Office of Instructional Effectiveness acts as a data archive and may also share pertinent data trends to impact continual improvement.***

1. how will data be presented, i.e. chart, graph, etc.

***Data sets will be presented in primarily chart formats. Rubrics are used as scoring guides in most instances and will facilitate the format for the aggregated summary charts.***

**2.5.8b Candidates Self-Evaluation of Dispositions**

1. recommendations based on data

***Trends and patterns will be reviewed with all stakeholders to determine any additions, deletions, or modifications to the existing program. If a modification or change in any way is implemented there will be follow up assessments to determine if the modification did influence the results in the intended manner.***

1. how the data will be shared with its constituents (teacher candidates, teacher education faculty, clinical faculty and administration, university faculty and administration, and the Teacher Education Council) on a regular basis

***Data sets are published on the SCU web site within the Office of Institutional Effectiveness archives for access by all stakeholders and archive purposes. However, specific data sets will be sent to the corresponding stakeholder on a regular basis. Students will receive updates on aggregated assessment data to communicate how effectively the program is addressing the learning goals of teacher candidates through charts posted on the Education web site and discussed in professional teacher education courses. Teacher Education Faculty committee will receive data sets during monthly meetings. Teacher Education Council will receive aggregated data sets during semester meetings.***

1. Exhibit 2.4.e - Policies, procedures and practices for managing candidate complaints

***SCU will maintain a file of candidate complaints, responses and resolutions. At the time of this writing no formal or informal complaint has been filed. The files will be maintained by the Director of Teacher Education in a secure location.***

1. Exhibit 2.4.f - File of candidate complaints and the unit’s responses and resolutions

***SCU will maintain a file of candidate complaints, responses and resolutions. At the time of this writing no formal or informal complaint has been filed. The files will be the responsibility of the Director of Teacher Education to maintain and facilitate the resolution process. As stated on the SCU web site:***

 ***Appeals Process:***

***Any teacher education candidate who has a grievance or complaint with a decision regarding Teacher Education policy should first submit the grievance, in writing, to the Director of Teacher Education who then presents it to the Teacher Education Council. If the student feels the issue is not resolved satisfactorily, the process for appeal would be to the Dean of the School of Education as the head of the unit.***

***Complaint Form:***

***A complaint form is also available on the web site for teacher candidates to use if the compliant is academic in nature.***

2.5.10 SCU Teacher Education Candidate Formal Complaint Form

1. Exhibit 2.4.g - Examples of significant changes made to courses, programs, and the unit in response to data gathered from the assessment system

***At this time minimal changes have been made due to the age of the program. However, assessment systems are in place to facilitate the collection of data, aggregation, analysis, and sharing of information to all stakeholders in order to ensure program improvement. As we develop the program we also rely on feedback from our clinical faculty, Teacher Education Council, and teacher education faculty to improve process techniques and communications.***

**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.*

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

The Teacher Education Handbook designates the Teacher Education Council, including members of both faculty and partner school administration and teachers, as the responsible party for the oversight of all aspects of the teacher education program, including Field Experiences and Clinical Practice. The IR goes into great detail regarding the shared responsibility for placement, evaluation and development of teacher candidates. In addition, the clinical handbooks provide explicit details regarding the procedures, roles and responsibilities of all parties.

Because this is an initial request for approval, the unit has yet to matriculate a student through the entire filed experience and clinical practice process. All assessments have not been implemented; therefore, data is non-existent for this standard. Due to the youth of the program, the unit has not presented evidence that it is performing at the target level. Plans and process are in place for the unit to be in a position to reach target, but will need time to collect and reflect on data. Therefore it is agreed that the unit be considered *MOVING TOWARD TARGET – EMERGING* at this point in time.

***3.2.b Continuous Improvement.* What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?**

Not Applicable

***Criteria. for Movement Toward Target***

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

**3.5 Evidence for the BOE Team to validate during the onsite visit with documents and/or interviews**

1. Agreements with partner schools

3.5.1.1a Mustang School Partnership Agreement

3.5.1.1b Overholser School Partnership Agreement

*To be provided during on-site visit, updating*

Partnership agreement with Bethany Middle School

Partnership agreement with Mayfield Middle School

1. Monitoring, expectations and evaluation of the diversity of field experiences (i.e. working with students with exceptionalities? ESL?)

***Each teacher education candidate has a folder maintained by the Director of Teacher Education. There is a summary sheet for each candidate showing the placement of each clinical practice. The partner school demographics are diverse and verification of diverse experiences is confirmed through the Candidate Clinical Practice Summary document.***

1. Process for the way the unit sets clear expectations and supports for clinical faculty members

***Clinical faculty meet with the Director of Teacher Education to communicate the expectations of the clinical faculty member during the clinical practice.***

**3.5.3 SCU Clinical Practice Handbook 041514**

1. The following assessments (mentioned in materials submitted, but no documents found)
	1. Assessment of Clinical Practice

3.5.4a CP #1 Clinical Faculty Assessment of Teacher Candidates

3.5.4a CP #2 Clinical Faculty Assessment of Teacher Candidates

3.5.4a CP #3 Clinical Faculty Assessment of Teacher Candidates

* 1. Clinical Faculty Assessment of University Supervisor

***A draft assessment has been developed, but will be modified based on input from clinical faculty prior to use. It will also reflect expectations stated in the Clinical Practice Handbook.***

3.5.4b CLINICAL FACULTY Evaluation of University Supervisor

* 1. Clinical Faculty Assessment of Program

***This assessment will be developed in conjunction with clinical faculty and Teacher Education Assessment Committee during the fall 2016 semester prior to the first semester of clinical internship which is scheduled for spring 2017.***

* 1. Supervisor Assessment of Program

***This assessment will be developed in conjunction with clinical faculty and Teacher Education Assessment Committee during the fall 2016 semester prior to the first semester of clinical internship which is scheduled for spring 2017.***

* 1. Administrator Assessment of Program

***This assessment will be developed fall 2016 in conjunction with the partner school administrators, the Director of Teacher Education and the Teacher Education Council Assessment subcommittee. It will be used for the first time at the end of the spring 2017 semester.***

1. Clear link between field experiences and P-12 student learning

***The clinical practice provides the foundation for impacting P-12 learning in the clinical internship. The teacher work sample is the primary assessment in this area. It will be used across all teacher education programs and also has program specific requirements embedded within the process.***

**Teacher Work Sample – see 1.5.5 artifacts**

1. Plan for use of assessment data from field experiences

***Data from field experiences is collected from the clinical faculty and assesses the performance level of the candidate. Since each clinical practice is paired with a professional teacher education course, the evaluation is used as part of the course evaluation according to the syllabus. It is then submitted to the Director of Teacher Education to be reviewed and added to the teacher candidate’s file. Candidates not accomplishing satisfactory progress are contacted and established procedures are followed.***

1. Clinical faculty support of teacher candidates

***Each clinical faculty member is encouraged to interact with the teacher candidate and provide examples of how education concepts learned in a university classroom are “lived out” in an actual educational setting. Clinical faculty provide a valuable level of support to the teacher candidates through mentoring, modeling, and mastery of concepts that might otherwise lack understanding on the part of the teacher candidate.***

1. Clarification needed. IR states that, “even though there isn't a clinical practice associated with a methods course...” but yet it states HPSM 4000 is taken concurrently with HPSM 4433.

***Since there are two methods courses associated with the PE degree, the Methods in Elementary Physical Education has a clinical practice of 40 hours associated with it to ensure applied techniques appropriate for elementary learning environments. There is a second Methods in Secondary Physical Education course which shares a clinical practice with the Assessment & Evaluation course. The clinical practice is listed with the Assessment course for accounting purposes, but the application of knowledge and skills will support both courses. The key assessments associated with assessment support the key assessments associated with the Secondary Methods course objectives.***

***Same Semester***

***HPSM 3433 Methods in Elementary Physical Education***

***HPSM 4000 Methods in Teaching Elementary PE Clinical Practice***

***Same Semester***

***HPSM 4113 Methods in Secondary Physical Education***

***HPSM 4413 Research, Measurement, & Evaluation***

***EDUC 4000 Assessment & Evaluation Clinical Practice***

1. Process for communication of clinical practice procedure, criteria, etc.

***Clinical faculty are initially identified by the school principal and then meet with the Director of Teacher Education to explain our clinical practice program and how it is different from an observation field experience. The Clinical Practice Handbook is discussed with the specific sections applying to the clinical practice being shared. Teachers then have the option to either participate as a clinical faculty member with the clinical practice or not. In general, the classroom teachers have been very receptive to the extra involvement of the teacher candidates, but sometimes it is just not good timing due to other factors and they choose to participate at another time. Communication continues throughout the semester between the clinical faculty member, Director of Teacher Education and the university faculty member.***

**3.5.3 SCU Clinical Practice Handbook 041514**

1. Process for remediation after candidates’ strengths and weaknesses are identified

***Candidates in undergraduate programs work closely with their faculty advisors. Unit faculty assesses the progress of candidates and work with candidates to foresee and prevent academic problems. Members of the Teacher Education faculty assess candidates on their dispositions each semester and advise them on their progress in this area. Each semester these two areas, academic and dispositional, are used to monitor candidates’ progress through their program. Candidates who experience difficulties in the program, academic or dispositional, work with their advisor to remediate deficiencies. These remediation plans may involve tutoring, retaking classes, or reviewing results from clinical practice evaluations. If candidates show improvement, no further action is required.***

**3.5.10 Policies and Procedures for Candidates Not Meeting Unit Expectations**

1. Update Exhibit 3.4.f - Assessment instruments and scoring guides used for and data collected from field experiences and clinical practice for all programs, including use of technology for teaching and learning - to include those not linked originally

***Several draft assessments have been created and will be approved pending input from faculty, clinical faculty, and council members.***

**3.5.11 CLINICAL INTERN Evaluation of Clinical Faculty Mentor Teacher**

**3.5.11 CLINICAL INTERN Evaluation of University Supervisor**

**3.5.11 UNIVERSITY SUPERVISOR Evaluation of Clinical Faculty**

**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 P­12 schools.*

**4.5 Evidence for the BOE Team to validate during the onsite visit with documents and/or interviews**

1. Candidate demonstration of understanding diversity through portfolio artifacts.

***There are several portfolio assessments focusing on diversity. Lessons plans and unit plans developed in major specific methods courses; modified lesson plan based on assessments in Assessment and Measurements; and the diversity paper in Classroom Strategies. Each of these courses are still being developed according to the provided timeline. However, generic syllabi in draft form are being developed and will be available for the on-site team.***

**4.5.1 SCU Portfolio Requirements – Diversity**

1. Candidate communication with students and families that demonstrate sensitivity

***There are portfolio assessments focusing on candidate communication with students and families demonstrating sensitivity. Unit plans developed in major specific methods courses; artifacts from Instructional Technology including letters to parents and school communications; and optional communications to students and/or parents.***

**4.5.2 SCU Portfolio Requirements – Students & Families**

1. Documentation of (plan to) work all diversity categories (i.e. English Language Learners)

***The clinical practice opportunities provide candidates the opportunities to work with a diverse P-12 student body. The partner schools provide a regular opportunity to develop sensitivity to diversity in a variety of categories. Overholser Elementary School is one of the primary clinical practice placement sites for all teacher education candidates. Even though the teacher education majors are secondary education, it is important to experience each level of education to appreciate how students’ progress through the educational system. Overholser teachers provide appropriate and effective modeling of teaching techniques designed to positively impact a range of diversities within their student body. Teacher candidates are then prepared to develop instructional methods required in the Teacher Work Sample demonstrating the awareness and sensitivity developed throughout the clinical experiences.***

**See 1.5.5 SCU Teacher Work Sample**

1. Exhibit 4.4.a – Aggregate data on proficiencies related to diversity that candidates are expected to demonstrate through working with students from diverse groups in classrooms and schools, including impact on student learning

***The Candidate Disposition assessment includes several criteria relating to diversity. These elements when disaggregated from the assessment as a whole will provide a valuable insight into candidate proficiencies related to diversity. The form below has the items associated with diversities highlighted in YELLOW.***

**4.5.4 SCU Disposition Form - Diversities**

1. Exhibit 4.4.b - Curriculum components and experiences that address diversity

***Curriculum components and experiences that address diversity occur in the clinical practice experiences and are specifically addressed in the Foundations of Education course work. Teacher candidates participate in both the intellectual knowledge base associated with developing sensitivity to all forms of diversity and the opportunity to apply this sensitivity to the clinical practice experience.***

**4.5.5 EDUC 2113 Foundations in Education - Diversity emphasis**

1. Exhibit 4.4.c - Assessment instruments and scoring guides related to candidates meeting diversity proficiencies

***Both the Introduction class and the Foundations class have assignments dealing with diversity. The assignments are listed below and are a required component of the coursework associated with each course. As other courses are developed, we will make the inclusion of diversity related assessments part of the syllabus and curriculum. At this point, we have not aggregated data on diversity assessments specifically. However, when the LiveText assessment system is fully in place we will be able to identify specific criteria across multiple scoring guides and disaggregate the data sets. One of the identifiers will be diversity and we will be able to demonstrate through data how it is integrated throughout the teacher education program. At this time, we are putting our energies into developing the electronic assessment system and will wait until it is fully functional to pull specific data sets.***

**4.5.6 EDUC 2301 Introduction to Education - diversity assignment**

**4.5.6 EDUC 2113 Foundations of Education - diversity assessment**

1. Exhibit 4.4.g - Policies and practices, including good faith efforts, for recruiting and retaining diverse faculty

***University policy supports the practice of recruiting and retaining a diverse faculty population. New positions are advertised on the SCU web site and in national publications. We actively seek teacher education faculty with diverse backgrounds, experiences, and cultural exposure.. Our newest teacher education faculty member is Jaime Cuellar who brings a wealth of experience to our program.***

**4.5.7 Diversity of Professional Education Faculty**

1. Exhibit 4.4.h - Policies and practices, including good faith efforts, for recruiting and retaining diverse candidates

***Since this is a new program, we are focusing on building the program. As we reach out to build the program, we will seek to recruit diverse candidates.***

1. Exhibit 4.4.i - Policies, procedures, and practices that support candidates working with P-12 students from diverse groups

***Many of the required activities associated with each clinical practice specifically deal with diverse populations. Also, clinical faculty are there to support the teacher candidates as they develop their skills and sensitivity.***

1. Update Exhibit 4.4.e - Data table on candidates demographics

***At the time of this report there are no candidates officially admitted in teacher education. We do have several applicants and those will be processed and approved by the Teacher Education Council prior to the November site visit.***

**4.5.7 Diversity of Candidates**

**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*.

* 1. **Evidence for the BOE Team to validate during the onsite visit through documents and/or interviews**
1. Modeling Best Practice by faculty. (refer to NCATE rubric)

***The NCATE Modeling Best Practices Crosswalks shows how teacher education faculty are assessed on each component of NCATE’s Best Practices through the existing assessment processes facilitated at both the unit and university levels.***

**5.5.1 NCATE Modeling Best Practices Crosswalk (1)**

**5.5.1 Faculty Annual Review APPROVED 101414**

**5.5.1 Faculty Credentialing Explanation - Shelley Groves**

**5.5.1 Faculty Credentialing Form - Shelley Groves**

**5.5.1 Horn, Eddie Full-Time Faculty Assignment Sheet 2015-2016**

**5.5.1 Professional Education Faculty Qualifications and Experiences**

**5.5.1 Teacher Education Professional Development Plan**

1. Exhibit 5.4.b - Data table of qualifications of clinical faculty.

***During visits with school principals the qualifications for teachers serving as a clinical faculty member are discussed. The qualifications are then verified when the Director of Teacher Education meets with them and asks them to complete the SCU Clinical Faculty Credentialing Form.***

**5.5.2 SCU Teacher Education Clinical Faculty Credentialing Form**

1. Exhibit 5.4.c - Policies and practices to assure clinical faculty meet unit

 expectations.

***SCU teacher education clinical faculty are initially identified by the school principal as being a teacher who would be a good model for teacher candidates. The next step is the Director of Teacher Education meets with the teacher to explain the SCU clinical practice and how it is different from “observations”. The Clinical Faculty Handbook provides a comprehensive listing of the expectations and involvements by the teacher candidates, however, it has proven more effective to provide the excerpts association with the specific clinical practice during this meeting. The handouts provide information regarding the appropriate activities teacher candidates are expected to perform and the reason they were selected as a potential clinical faculty. If the teacher agrees to become a clinical faculty member, then a teacher candidate is assigned to them.***

**5.5.3 SCU Clinical Faculty Handbook**

**5.5.3 SCU Clinical Practice #1 Activities - EDUC 2113 Foundations**

**5.5.3 SCU Clinical Practice #2 Activities - EDUC 3202 Technology**

1. Exhibit 5.4.d - Policies and samples of faculty scholarly activities.

***Faculty complete an annual faculty review which includes a listing of scholarly activities.***

**5.5.4 Faculty Annual Review APPROVED 101414**

1. Exhibit 5.4.e - Summary of faculty service and collaborative activities in schools

***Teacher education faculty are required to complete a minimum of 10 hours in PK-12 schools during the school year. A Teacher Education Faculty Professional Development Plan was developed in Fall 2014 and approved in Spring 2015. Teacher education faculty began to use it in spring 2015 by completing the section pertaining to public school service. Fall 2015 will be the first time the form is used in its entirety including the professional development activities.***

**5.5.5 Teacher Education PDP - Hadley**

1. Exhibit 5.4.f - Policies, procedures, and practices for faculty evaluation (including

promotion and tenure) and summaries of the results in areas of teaching, scholarship and service

***SCU faculty are evaluated on an annual basis including a classroom observation and professional growth assessment in Scholarship, Spirit, and Service. There is not a tenure or promotion process at this time; however, faculty are recognized for their contributions and accomplishments. The Annual Faculty Review identifies faculty who have excelled and identified as Meritorious. Faculty also receive awards during the spring Graduation ceremonies.***

**See 5.5.1 Faculty Annual Review APPROVED 101414**

* + 1. **SCU Faculty Research Logs**
1. Exhibit 5.4.g - Policies, procedures, and practices for professional development

and summaries of the results.

***All teacher education faculty are required to complete the Teacher Education Faculty Professional Development Plan each year. The first section involves identifying the plan for professional development activities throughout the year and the approval of the Teacher Education Council (Faculty Development Committee). Throughout the year, the teacher education faculty member records the professional development activities and public school service hours. Clock hours are converted into a point system with minimum requirements. Each member of the Teacher Education Faculty will complete the equivalent of ninety staff development points over a five year period with a minimum of 15 points to be completed during each calendar year. Forty points over the five year period must be in public school service. The Director of Teacher Education will maintain a record of each faculty’s professional development plans and will report to the Dean of Education and Sport Studies any faculty member not in compliance. A mid-point check at the end of the fall semester is in place to ensure faculty are making satisfactory progress towards the stated goals.***

**See 5.5.5 Teacher Education PDP - Hadley**

**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.*

* 1. **Evidence for the BOE Team to validate during the onsite visit through documents and/or interviews**
1. Clarification of faculty loads

***SCU teacher education faculty are limited to a total of 24 credit hours during the fall and spring semesters. Faculty members not identified as teacher education are allowed one 3 hour overload course per semester for additional pay. Oversight is initially maintained by the department chair, verified by dean, and ultimately confirmed by the VP Academic Affairs where teaching loads are confirmed. The Office of Academic Affairs maintains a list of all active teacher education faculty and ensures compliance with this faculty load requirement.***

6.5.1 Horn, Eddie Full-Time Faculty Assignment Sheet 2015-2016

1. Determine the allocation of resources for technology

***Each SCU department has an operating budget assigned for each academic year to align with the department’s strategic plan. Part of the strategic planning process is the submission of requests for technology to support instruction. This can either be supported through the department operating budget or larger items can be submitted to the Planning & Budget Committee for inclusion in the university Technology budget.***

6.5.2 FY 2016 Budget for Education with technology requests

1. Determine the allocation of resources for technology

***Same as #2***

1. Exhibit 6.4.d - Policies, procedures, and practices for candidate recruitment and admission, and accessibility to candidates and the education community

***At this point in our program development, we have reached out to current students to inform them of the education degree options through videos and announcements in chapel, postings on the SCU web site, and participation in SCU Career Fair. Since the majority of the recruitment of all students comes through the coaches as they reach out to student athletes, we have also provided summary documents for them to share with potential students who might be interested in teacher education.***

***As the program becomes fully developed, it is our intention to reach out to a broader community including area high schools with school sponsored clubs for students interested in becoming a teacher.***

**6.5.4 Paths to Becoming a Teacher - Career Fair**

1. Exhibit 6.4.i - Policies, procedures, and practices to ensure that all candidates have access to physical and/or virtual classrooms, computer labs, curriculum resources, and library resources that support teaching and learning

***SCU teacher education students have the same resources all students experience. The Center for Student Success is open every day with support personnel, computers, and printing stations. Students can be tutored in subject specific areas and have researched papers edited prior to submission. The SCU library also has a computer lab and resources both in print and through online databases. The Foundations in Education course uses a textbook with additional online resources to provide support.***

**6.5.5 Center for Student Success handout showing resources/hours**

**6.5.5 Library Resources Overview**

**Link to Foundations online resources –**

* **Text book:** Sadker, David, and Karen R. Zittleman. *Teachers, Schools, and Society: A Brief Introduction to Education*. McGraw Hill, 8th Edition, 2008, ISBN: 0073525901, Web Resource: <http://highered.mcgraw-hill.com/sites/0073525901/student_view0/index.html>

**Link to Education web site with information links**

* [**Education Program Resources -**](http://swcu.edu/Default.aspx?shortcut=resources) **SCU web site resources**
1. Exhibit 6.4.j - Policies, procedures, and practices to ensure that all candidates access have to distance learning including support services and resources, if applicable

***Currently, all SCU teacher education required coursework is offered in a traditional face-to-face format. There are not any plans at this time to offer courses through distance learning.***